

*Rice*

VOL. VIII

DECEMBER, 1922

NO. 4

BULLETIN  
STATE NORMAL SCHOOL  
FREDERICKSBURG, VA.

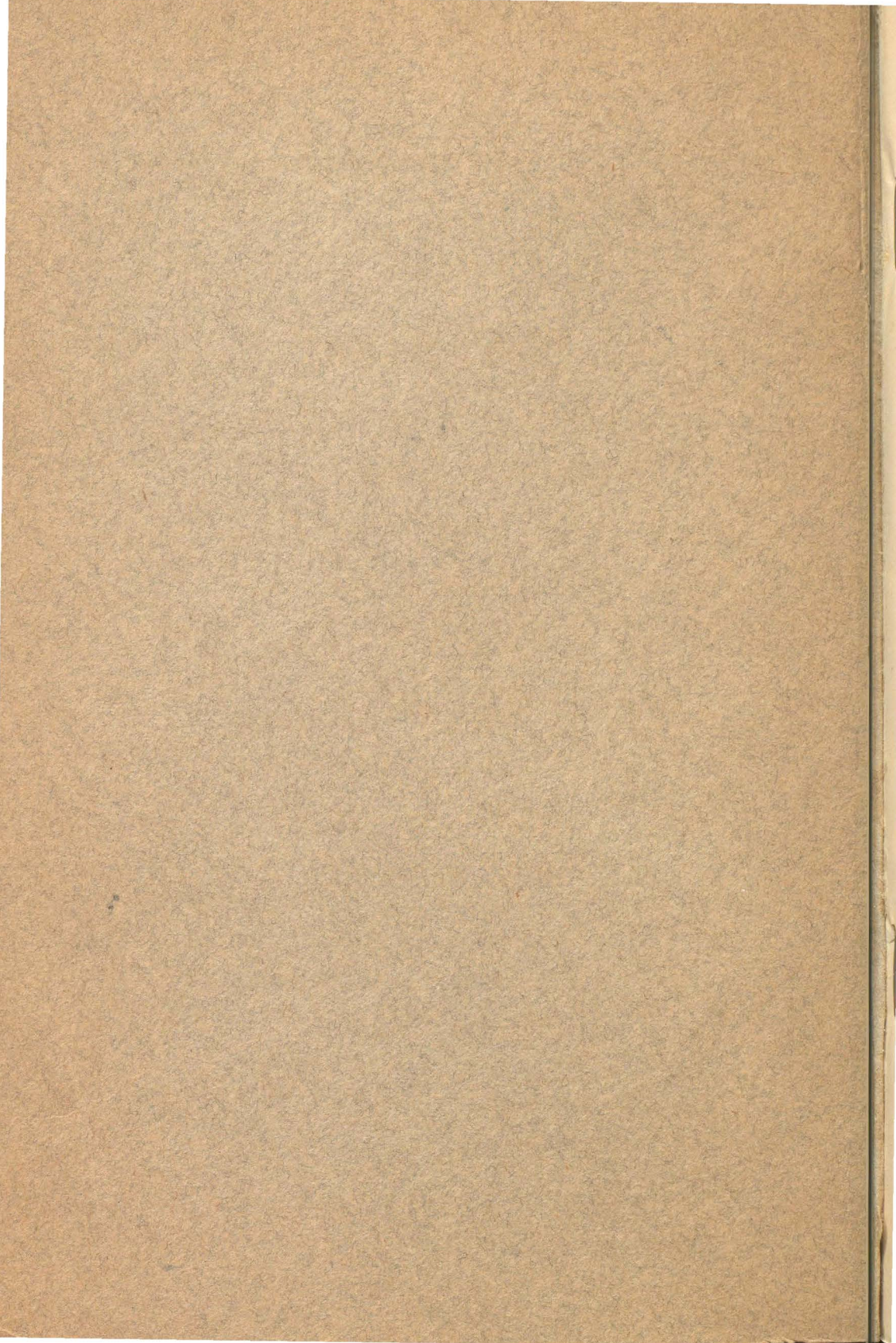


HISTORY—GEOGRAPHY SYLLABUS  
FOR ELEMENTARY GRADES

Entered as second-class matter April 12, 1915, at the Post Office at Fredericksburg, Va., under the Act of Aug. 24, 1912.

Acceptance for mailing at special rate of postage provided for in Section 1103, Act of Oct. 3, 1917, authorized July 18, 1918.







BULLETIN  
STATE NORMAL SCHOOL  
FREDERICKSBURG, VA.



HISTORY—GEOGRAPHY SYLLABUS  
FOR ELEMENTARY GRADES

---

Entered as second-class matter April 12, 1915, at the Post Office at Fredericksburg, Va., under the Act of Aug. 24, 1912.

Acceptance for mailing at special rate of postage provided for in Section 1103, Act of Oct. 3, 1917, authorized July 18, 1918.



teach that section. Plan several weeks ahead and link up each day's lesson by rapid oral review.

In working out projects, Branom, "Teaching by Projects" and Smith, "Teaching Geography by Problems" give valuable suggestions. Each question is a problem, the answer to which is found in the references given. Each project bristles with problems for the class. All references have been checked by classroom use and ought to be correct.

As far as possible, let the children do the work. Writing letters to firms, chambers of commerce, other schools, government and state bureaus should be encouraged. In addressing firms, advertising departments give best results. If not answered, write again, or to other firms. Do not be discouraged. Some best results and most suprising ones come only after repeated effort.

The course assumes that there is a school library and more texts than the required one. No teacher who has only a text-book can teach, no matter how proficient she is. Not all the books are necessary, but the alert teacher will fill up the gaps rapidly with necessary material. If you have not books for questions, make questions of your own, use those in the text, or from the teacher's manual furnished by the text-book publisher.

In the project study, do not attempt them all. A variety is given for selection, different groups being worked from year to year. Other projects not suggested may grow out of your own classroom interests. Some of these should certainly be used, but nothing takes the place of the teacher's resourcefulness and initiative. This course does not stifle the teacher's initiative, but tests and encourages it. Classes have been interested through this course and yours can be interested also.

Guard one point, however. See that outstanding history epochs, stories, regions, industries, transportation routes, and locational features are covered. The one amazing feature of the course has been the increased *retentiveness* with which the children *remember* what they have been over. Reviews in the Fall of the previous year's work showed remarkable grasp and retentiveness, as compared with the old method.

WALTER JORGENSEN YOUNG.



## COMMUNITY STUDIES

## Grades I.—II.

- I. Aim: To build up in the child a social consciousness—his environment and his relations to his environment. To build up by means of this and all subject matter, desirable attitudes and habits.
- II. Subject Matter: Organized around the child's immediate environment, the home and reaching out, in order of his experiencing to the community, the state, the nation, the whole world.
- III. Method: Language, oral composition, excursions, fine and industrial arts, physical education, literature used as a medium for the solving of social problems as they arise. Projects may be built up around any of the subject matter divisions common to local interests.
- IV. Application: In all phases of school and life activities.
- V. Bibliography: See text for details.

## BIBLIOGRAPHY

## Grades I.—II.

A Course in Citizenship—Cabot & Andrews—Houghton-Mifflin Co.

American Citizenship—Beard—Macmillan.

Elementary Community Civics—Hughes—Allyn & Bacon.

Socializing the Child—Dynes—?

Lessons for Junior Citizens—Hill.

Good Citizenship—Richman & Walloch.

Everyday Manners—Macmillan Co.

Citizens in School and Out—Dunn & Harris.

A Course in Citizenship & Patriotism—McSkimmon.

Moral Education in School & Home—Engleman.

Good Manners & Right Conduct—Bks. I & II—McVenn.

Story Lessons in Everyday Manners—Bailey—Milton-Bradley.

Elementary Industrial Arts—Winslow—Macmillan.



How Children Learn to Draw—Sargent & Miller—American Book Co.

How We Are Fed—Chamberlin—Macmillan Co.

How We Are Clothed—Chamberlin—Macmillan Co.

How We Are Sheltered—Chamberlin—Macmillan Co.

In The Child's World—Poulsson—Milton-Bradley Co.

Mother Stories—Maude Lindsay—Milton-Bradley Co.

More Mother Stories—Maude Lindsay—Milton-Bradley Co.

The Snow Baby—Peary—American Book Co.

Eskimo Stories—Smith.

New American Citizen—Dole—(New American Citizen)—Heath.

For The Children's Home—Bailey & Lewis—Milton-Bradley

How to Tell Stories to Children—Bryant—Houghton-Mifflin Co.

Stories to Tell Children—Bryant—Houghton-Mifflin Co.

Story Hour—Wiggin & Smith.

Our Holidays—Century Co.

The Cave Boy—Dapp—Century Co.

The Tree Dwellers—Dapp—Rand McNally & Co.

The Cave Man—McIntyre—Rand McNally & Co.

Little Folks of Other Lands—Clance—American Book Co.

Big People and Little People of Other Lands—Shaw.

Place of Industries in Elementary Education—Dapp—Rand McNally & Co.

Mother Goose Village—Bigham—Rand McNally & Co.

Stories of Great Men—Educational Publishing Co.—Double-day Page Co.

Heroes Every Child Should Know—Mabie.

Stories of Industry—Chase & Clow.

Robinson Crusoe—Defoe—American Book Co.

(How the World is Fed.

(How the World is Clothed—Carpenter—American Book Co.

(How the World is Housed.

American Book of Golden Deeds—Baldwin—American Book Co.

Children's First Story Book—Bk. I.—American Book Co.

Around the World with Children—Carpenter—American Book Co.

Robinson Crusoe Reader—Cowles—Flanagan Co.

Normal Instructor & Primary Plans—June 1922.

Baltimore County Course of Study—(See History, Geography, Civics).

Children's Home Series—Tappan—Houghton Mifflin Co.



Edson-Laing Readers—Sanborn Co.

Book I—Busy Folk.

Book II—Lend a Hand.

Book III—Neighbors.

Book IV—Working Together.

Little Citizens—Hubbard—Rand McNally Co.

Good Manners & Right Conduct—McVenn—Heath Co.

American Ideals Bks. V & VI.—Greene—Scribners.

The Young American Citizen—Binford—Johnson Pub. Co.

The Spirit of Democracy—Powell—Rand McNally.

Healthy Living—Winslow—Merrill Co.

Games for Home School & Play ground—Bancroft—Macmillan Co.

## COMMUNITY STUDY

### Grade I.

#### I. Social Environment.

##### A: The Home.

1. Members of the family.
2. Activities of the home.
3. Materials needed.
  - a) food.
  - b) clothing.
  - c) shelter.
4. Family Pleasures.

## OUTLINE OF SUGGESTED PROJECTS

1. Members of the family.
  - a) Mother—her services, what she contributes to the home—dependence of other members of the family.
  - b) Father—what he does in the home—what he does outside of the home to contribute.
  - c) Children—their helpfulness.
    1. Sister.
    2. Brother.
    3. Baby—care of baby.
  - d) Other members of the family.
  - e) Pets.



## PROJECTS CORRELATING INDUSTRIAL ARTS

1. Cut paper dolls representing family.
2. Look for and mount magazine pictures showing members of family and their activities.
2. Activities of the home.
  - a) Cooking meals, baking, marketing, etc.
  - b) Washing and ironing clothes.
  - c) Making and mending clothes for school, church etc.
  - d) Shopping.
  - e) Visiting and calling.
  - f) Church and Sunday School.
  - g) Care of yard.
  - h) Care of pets.
  - i) Playthings.
  - j) Games.
1. Games children already know.
2. New games.
3. Singing games correlated with Phys. Ed.

## Projects

1. Making charts and booklets—mounting pictures showing mother's work and contributions to home—father's occupations, children's games etc.
2. Dressing doll family.
3. Washing and ironing clothes for doll.
4. Making paper doll family.
5. Modeling playthings and pets.
6. Free hand drawing (illustrations) of home activities.
7. Cutting and mounting—poster work.
8. Appreciation of pictures.
3. Materials needed.
  - a) Food—what we eat, number of meals etc., where obtained—where the fruits and vegetables come from bread—where flour comes from—the contribution made by the miller and baker—food seen in markets



- and stores and farm wagons—  
preservation of foods for winter  
use—drying, canning etc.
- b) Clothing—choosing of clothing suitable for seasons; why wool is best in winter and silk and cotton in summer—care of clothing—simple story of woodshoes—shoemaker—leather etc.
  - c) Shelter—child's own home—location of what made—parts of house—furnishings—care of home etc.

### Projects

- 1. Make a doll's dress of cotton and a cape of wool—make patterns.
  - 2. Doll House Project—furniture of wood or heavy paper.
- B: The Community.
- 1. Food.
  - 2. Clothing.
  - 3. Home Furnishings.
  - 4. Other Activities.
    - a) School.
    - b) Church.
    - c) Playmates.
    - d) Civic helpers.
      - 1. Postman.
      - 2. Fireman.
      - 3. Policeman.
    - e) Other helpers.
      - 1. Milkman.
      - 2. Iceman.
      - 3. Carpenter etc.

### SUGGESTED OUTLINE OF PROJECTS

- 1. Food—The Farmer or Gardener—visit to farm—or garden—the farm house—farm yard—produce of farm used for food—transportation—marketing—grocery store—Milkman—butcher—baker.



2. Clothing—Visit to department store—dry-goods store—materials for clothing—ready made clothing—kinds of materials for clothing children wear—visit to shoe store—shoe maker.
3. Store Project—articles for a general store—make a store in schoolroom: children buy, sell, make change—correlate with arithmetic.

### Projects

1. Form a sand table.
2. Paper construction of farm house etc.
3. Model fruits and vegetables.
4. Booklet showing story of milk, bread, etc.
5. Free hand crayon illustrations—cutting.

### C: Social—Ethical Conventions (Habits).

1. Kindness.
  - a) To playmates.
  - b) To pets, and animals.
  - c) To older people.
  - d) Good manners.
2. Personal Responsibility.
  - a) For personal cleanliness and care.
  - b) Avoiding quarrels and making peace.
  - c) For care of room.
  - d) Self reliance.
  - e) Protection and care of property, plants, flowers.
  - f) Making others happy.

The main objective of a course of this kind is the building up of desirable attitudes and habits. The suggested list above should be a guide for development of child toward desirable Social Standards in all school activities.

### D: Other Homes.

1. Correlated with Nature Study.
  - a) Homes of birds—bird family—Making of nest—protection and care of young etc.
  - b) Homes of animals.



2. Eskimo Life—Emphasizing home and community activities in relation to individual and group needs for food, clothing and shelter.

The little Eskimo (a home in a cold land, the country, animal and plant life).

- a) His home.
- b) His food.
- c) His dress.
- d) His toys and games.
- e) His journeys with sleds and dogs.

## SUGGESTED OUTLINE AND PROJECTS

### Projects

1. Eskimo sand table.
2. Illustrated free hand drawings.
3. Booklet showing Eskimo life.
4. Clay modeling.

### E: Holidays.

1. Hallowe'en.
2. Thanksgiving.
3. Christmas.
4. St. Valentine's Day.
5. Washington's Birthday.
6. Easter.
7. Lee's Birthday.
8. Memorial Day.
9. May Day.
10. Arbor Day.

## A HALLOWE'EN PARTY

### Projects

1. Decorations—cutting witches, cats, pumpkin etc.—making Jack O' lanterns.
2. Refreshments—Decorating napkins—making favors.
3. Program—Hallowe'en songs—stories and poems.
4. Games.



In planning a Hallowe'en Party for school—oral and written language, arithmetic and handwork will function—oral language in group discussions and plans for the party as well as in children's contributions to program—written language and penmanship in written invitations, simple arithmetic in refreshment problem and handwork in decorations. Language, Reading, Nature Study, and music can be correlated.

### A CHRISTMAS PARTY

1. Decorations.
  - a) Decorating the Christmas Tree—chairs tinsel balls, stars, baskets, gifts correlated with industrial art work.
  - b) Sand table—Birth of Christ.
  - c) Christmas posters.
  - d) Christmas pictures—fine arts.
  - e) Costumes for play—mother goose—fairies—brownies etc.
2. Program: A Christmas Play, original correlating stories, Mother Goose stories, poems, songs and dances.
3. Refreshments: colored candies, animal crackers, nuts, etc.
4. Favors: Christmas napkins, red and green baskets, program cards or booklets correlating art work.

II. National Environment: The aim of this phase of work is to stimulate the child to observe, discuss, appreciate and value, the natural life that is about him. No attempt should be made to go into a scientific or exhaustive study of any portion of the subject matter suggested. Present to the child only such phases of nature study that fall within the range of his experience and lead him only as far as he is able to understand. The nature study work can be closely correlated with, and should give richer meanings to the cause as organized under the heading "Social Environment."

A: The Home—correlate with Hygiene or Health program.

1. Health of the members of the family.
  - a) Necessity of fresh air exercise.
  - b) Necessity of proper food.
  - c) Necessity of proper clothing and shelter.
  - d) Necessity of cleanliness.
  - e) Necessity of protection from vermin. mice, rats, insects and flies.
2. Animal life:
  - a) Care and value of pets.
  - b) Care and value of animal life.
3. Vegetable life:
  - a) Vegetable gardens—grains.
  - b) Flowers, beauty and care.
  - c) Weeds.
4. Bird life: Identify birds common to surroundings. Study a few from the standpoint of:
  - a) Hearty.
  - b) Economic value.
5. Insect life.

B: The Community:

1. Common trees in community.
2. Flowers in community.
3. Vegetables in community.
4. Birds in community.  
(Care and protection).
5. Animal life.
6. Insect life.

C: Social Ethical conventions (Habits).

1. Responsibility for personal health.
2. Responsibility for care of animals.
3. Responsibility for shrubs and trees.
4. Responsibility for good gardens.
5. Responsibility for cleanliness.



## D: Other Homes:

1. Correlation with language work—homes of birds—animals (squirrel and rabbit); homes, food, care of young, economic value.
2. Eskimo life, study the dog, the seal, the reindeer.

## E: Miscellaneous:

1. Note reports of weather (weather charts).
2. Seasonal changes.
3. Discuss and stimulate interest in all materials brought into schoolroom by children.

## LESSON PLAN—COMMUNITY STUDY

## Grade I.

## Members of the Family—THE MOTHER.

- I. Teacher's Aim: To lead the group through informal (but organized) discussion, to recall and appreciate the activities and contributions of the mother in the home.
- II. Child's Problem: To give to the group his experiences with respect to "Mother" and what she does for him and the family in the home.
- III. Introduction: When you left home this morning whom did you leave at home? What is Mother going to do while you are at school? Who else lives in your home with you? This morning we are going to talk together about our mothers and what they do for us.

## Subject Matter:

## Method:

## 1. What she does for us:

a) For children, food, clothing, bathing, general love and care.

b) For Father, food, mending, companionship.

c) For other members of the household.

d) For home, cleaning, marketing, cooking, mending, washing and ironing, care

The method used should be most informal, rather in the nature of a group discussion, but should be well organized. Through question and discussion lead the children to tell what mother does for them, for father and for other members of the home. Lead the children to understand why she does this and what they in turn can do for mother.

This discussion should be conducted with a three-fold aim: To develop the child's apprecia-



and beautifying home, making home comfortable.

tions; to develop language power; and to build up the habit of consideration for others — the desire to contribute and be willing to listen to another child's contribution. Care should be taken to restrain but not suppress, the garrulous and to encourage the timid.

(If the mother doesn't actually do this work she supervises it).

2. Why she does it?

- a) Love of children and husband.
- b) Love of her home.

3. What we can do for her?

- a) Be kind and sweet to our Mothers.
- b) Help her all we can.

Such questions as the following are suggested:

1. What did mother do this morning to help you get ready for school?
2. What does she do to help father get ready for work? You may tell us, Dorothy? What have you to tell us, Ted?
3. What does she do for your brothers and sisters?
4. What else does mother do during the day?
5. Why does she do these things for us?
6. What can we do for Mother?
  - a) Do things that will help mother.
  - b) Say kind things to her.
  - c) Be happy and contented.

## V. Conclusion:

1. Generalization: Have one or two children name briefly the things that mother does in the home.  
Have a child tell why mother does this.  
Have child tell what he should do for mother to thank her for all she does for him.
2. Application: See how helpful and loving you can be to your mother when you go home today.
3. Assignment: Be able to tell us the next time we talk together, how you helped mother—what kind thing you did for her, etc.  
Bring in a picture showing a mother in her home.

## VI. Suggestions:

1. Pictures—showing mother engaged in home activities; showing mother love; Madonnas, etc.
2. Stories—Theme: Mother love and kindness.  
(In the child world—Poullson.  
(Mother stories—Maude Lindsay.  
(More Mother stories—Maude Lindsay.
3. Handwork: Make cuttings of things the mother does in the home.  
Make chart of home activities of Mother.  
Make furnishings for doll house—clay modeling.

## VII. Suggestions for Lessons to follow:

1. Other mothers (animals and birds).  
The mother bird.  
The mother cat.  
The mother cow.  
The mother hen.
2. Mother love in other lands.  
The Indian mother.  
The Japanese mother, etc.
3. Things children do to help Mother.



## LESSON PLAN—COMMUNITY STUDY

## Grade I.

- I. Topic:—The cat. (Taught before Hallowe'en Party. The need arose in connection with the decorations of the room).

## II. Teachers aim:

1. To add to the child's knowledge of the cat, showing him how the various parts of a cat's body are so constructed as to meet the needs of the cat.
2. To build in the child a love for God's creatures, and to foster the idea of kind treatment to them.
3. To teach the value of the cat.

- III. Introduction: To-day we're going to talk about something that is in this basket. (Bring cat, in basket, from back of room). It isn't a flower, it's just this long (use hands) and very soft when you touch it. Let me see if it's still here. It's so pretty. (If children don't guess "cat"—show it to them). Do you know why we're going to talk about cats to-day? (Connect with decorations for Hallowe'en Party).

## IV. Subject Matter:

## Method:

- |   |  |
|---|--|
| <p>A: Description of a grey and white cat.</p> <p>1. Color.</p> <p style="padding-left: 20px;">a) Body—grey and white.<br/>(Other colors, black, yellow, tan, etc.)</p> <p style="padding-left: 20px;">b) Eyes—green.</p> | <p>1. What color is this kitty?</p> <p>2. Have you seen kitties of another color?</p> <p>3. Who would like to come up here and tell us about pussy's eyes?</p> |
|---|--|

2. Covering.
    - a) Kind—fur.
    - b) Hairs can stand on end.  
(Correlate with phonics—F).
  3. Name.
    - a) "Bobby."
  4. Parts of body as relative to their use to the cat.
    - a) Paws—Soft for protection.
    - b) Claws—Sharp for protection—climb trees.
    - c) Tail—Bobbed.  
(Other cat's tails long).
    - d) Eyes—Cat can see at night.
  4. What does kitty wear?  
Sometimes kitty's coat is called his covering.
  5. Of what is kitty's coat made?
  6. Does kitty's fur always lie down smooth like this?
  7. When is it not smooth?
  8. What does the cat say when he humps his back?  
(Sound of F).
  9. What do you think would be a good name for this cat? The person who lent him to us said that we should call him "Bobby."
  10. Who will tell us about kitty's paws. (Have children come up and touch them).
  11. Why are kitty's paws so soft?
  12. What does kitty have on his paws?
  13. Are they like his paws when you feel them?
  14. Why does kitty need sharp claws?
  15. Somebody come and tell us about kitty's tail.
  16. Do all cats have short tails?
- I'm going to tell you a story about long, long ago, when Mother Nature was very busy taking care of her animals. You know Mother Nature has so many families to take care of that it's no easy



matter. She began thinking of the kitties who were so soft and pretty just like this one. The kitties loved to play at night so Mother Nature said. "I'll have to give such bright eyes to those dear little kitties that they can see at night so no harm will come to them." Mother Nature thought and thought and at last she found a way to make those kitties see at night. You look at your kitty's eyes sometimes when you bring him from the dark to the light and you'll see that the very middle of them gets smaller—that's the reason kitty can see at night when we can't—you see our eyes aren't made that way. While Mother Nature was thinking about the kitties she said. "I guess I'd better give those kitties some way of telling the size of holes so that they'll know what holes are big enough for them to crawl into." Can you tell me what Mother Nature gave to kitty that tells him when a hole is big enough for him to crawl into? (If children can't tell, show them the whiskers on the cat).

- e) Whiskers—Long as widest part of cat's body.

B: Value:

1. What the cat does for us.
  - a) Aesthetic—beauty.
  - b) Economic—catches mice.
  - c) Social—pet.
2. What we can do for the cat.
  - a) Feed him:
    - 1) Meat.
    - 2) Milk.
  - b) Treat him kindly.
    - 1) Make beds, etc.
    - 2) Recall, "I love little pussy."
1. Do you like cats? Why?
2. Do you have a kitty at home?
3. Does your kitty help you? How?
4. Do you ever play with your cat? On rainy days they make nice playfellows.
5. If kitty helps us don't you think we ought to do something for him?
6. What could we do for him?
7. What does kitty like to eat? (Have children feed him). Watch and see how he laps the milk.
8. What else could we do for kitties beside feeding them?
9. This rhyme tells you how to treat them.

V. Summary:

1. Do you love kitties?
2. Why do you love them?
3. If we love them don't you think we can do something for them? What? I'm going to read you a poem about three little kittens—you listen and see what happened to them and what they said.

Read: "Three Little Kittens." Art Literature Readers. (Primer)

- VI. Assignment: "I want you to look at your kitty when you go home and see the shape of him because we're going to cut some kitties out of paper to-morrow."

Katherine Bond, F. S. N. S., Senior 1. 1923.



## LESSON PLAN—COMMUNITY STUDY

## Home—Projects

## Grade I.

## I. Topic—Handwork.

## II. Teachers Aims :

1. To teach form, proportion and balance.
2. To promote the ease of handling crayons, by having the children make crayon sketches of the living room.
3. To stimulate the child's thinking, feeling and acting in planning the furnishing of the living room.

## III. Child's Problem :

1. To make a picture of a living room.

IV. Introduction : I'd like you to tell us the number of rooms in your home. Can you name the rooms in your home? Name the pieces of furniture in your living room. Can you tell how the furniture is placed? Is it a small room or a large room? How many windows does this room have? To-day, I want you to make a picture of your living room, as it is in your home, and show all the furniture. Maybe, these pictures will help you. (Present several pictures of living rooms. Discuss the pieces of furniture. Emphasize balance).

## V. Subject Matter :

## Method :

1. Picture or sketch of living room. How would you make a picture of the living room in your home? How would you show where the furniture is? What would you need to make the picture? What color crayons would you use?

## 2. Materials.

- a) Crayons. (brown)
- b) Paper. (manilla,  
size 9 x 12).

I want you to make this picture like the living room in your home.

Watch for any suggestions children give. Have children get paper and crayons. Walk around among the children, and help them with their sketches. Emphasize the principle of balance wherever needed. Take up papers.

- VI. Conclusion: Discuss good and bad points, as: Do you like this one? Why do you like this one? Does this hurt your eyes? Why? (Lead children to express their thoughts about sketches chosen for criticism).
- VII. Assignment: To-day, when you go home, go to the living room, and see how the furniture is placed. Tomorrow, you may draw the living room again, so look closely and you can make your room look just like the room at home. After we make good plans I think we will be ready to make our furniture.

NOTE: The children suggested that house be furnished. It was decided that plans be made first.

Dorothy Simpsen, F. S. N. S., Senior I. 1923



## COMMUNITY STUDY

### Grade II.

#### I. Social Environment:

##### A: Community Activities related to the home.

##### 1. Food:

- a) Farm life and its relation to city needs.
- b) Grocery and market in relation to both town and country people.
- c) Kinds: Plants, roots, stems, leaves, fruits from trees, vines, bushes.  
Animals: Flesh, poultry, sea-food.  
Mineral salt.
- d) Sources: Garden, farm, greenhouse, dairy, orchard.
- e) Preparation of foods: Raw, cooked, waste.
- f) Transportation to town, to city: Wagon, train, boats, etc.
- g) Preservation and Storage: Home, farm factory cold storage, ice-box, the ice-man, canning.
- h) Foods from foreign ports: Foods used in community. Bananas, pine-apples.

##### Projects

- 1) Farm on sand tables.
- 2) Excursion to farm, market, etc.
- 3) Charts and booklets showing kinds of foods.
- 4) Calculating cost of meals.
- 5) Marketing for the family for one day.
- 6) Drawing (crayon) farm pictures.
- 7) Making farm picture charts.
- 8) Blackboard drawing.

## 2. Clothing:

- a) Uses: Protection and adornment.
- b) Materials: For summer, winter.  
Sources: Wool, cotton, silk, linen.
- c) Factories: Ready made clothes.
- d) Stores.
- e) Care: Cleaning, laundering, mending, pressing, airing. Clothes moth (Nature Study).
- f) Making: In the home, dressmaker, outside the home, tailor, shoemaker.

## Projects

- 1) Visit to the tailor, shoemaker, milliner.
- 2) Simple Problems, as:
  - The Story of my Dress.
  - The Story of John's Coat.
  - Getting rid of the clothes moth.
  - My new shoes.
- 3. Booklet illustrated by mounted pictures.
- 4. Collection of materials, pictures.  
Shelter:
  - a) Uses: Protection against weather, home of family, protection of family property.
  - b) Kinds: Summer homes, winter homes, location, air, light, drainage, protection.
  - c) Materials: Wood, brick, stone, cement, iron, steel.
  - d) Care of home: Sweeping, dusting, painting.
  - e) Builders: Carpenter, mason, plumber, electrician.
  - f) Heating and lighting: Coal dealer, miner.
  - g) Home comforts.
  - h) The carpenter at his work.
  - i) The miner at his work.
  - j) Furnishing and decoration.



### Projects

1. Visit a house being built in the neighborhood: plans, materials, tools.
2. Make booklets showing various kinds of houses.
3. Hand-work: Cutting, drawing, modeling, construction.
4. Charts and booklets on "The Miner at Work."
5. Furnishing and decorating doll house.

#### B: Community activities related to group:

1. Education.
  - a) School.
  - b) Church.
2. Civic Service:
  - a) Water supply.
  - b) Lighting.
  - c) Sanitation:
    - Street cleaning.
    - Sewage.
    - Disposition of waste.
    - Health campaigns.
3. Transportation and communication:
  - a) Means of travel.
    - Railroads, cars, roads and highways, steamboats, airplanes.
  - b) Telephone, telegraph, radio, wireless.
  - c) U. S. Mail.
4. Protection:
  - a) Police.
  - b) Fire.
  - c) Sheriff.
5. Pleasure and recreation:
  - a) School Play ground.
  - b) Community Centers.

## C: Social Ethical Conventions: (Habits).

- 1) Kindness and thoughtfulness.
- 2) Faithfulness and reliability.
- 3) Obedience and respect for authority.
- 4) Helpfulness—co-operation.
- 5) Generosity.
- 6) Peace and good will.
- 7) The Golden Rule.

Above habits should be psychologically built up in connection with all school room activities and should be stressed as the social needs and problems arise.

## D: Primitive Life:

1. Tree Dwellers.
2. Cave Dwellers.
3. Cliff Dwellers.
4. Robinson Crusoe.

In handling the above topics, community activities in relation to individual and group needs should be emphasized, working out such problems as clothing, food, shelter, protection from enemies, transportation and education. Comparison should be made with present day civilization, and activities.

In the case of Robinson Crusoe, the story should be told up to the place where Crusoe is shipwrecked, and washed ashore on the island. From that point on to the end should be presented as a series of problems as to how Crusoe met his life needs and provided himself with food, shelter and clothing.

## Projects

1. Robinson Crusoe sand table.
2. Making of soft ladder furniture out of wood.
3. Making of baskets, rugs, pottery.
4. Modeling cat, dog, goat, turtle and parrot.

## E: National Celebrations—Stories and Dramatization:

1. Hallowe'en.
2. Thanksgiving.
3. Christmas.
4. Washington's Birthday.



5. Lees' Birthday.
6. Easter.
7. Memorial Day.
8. May Day.
9. Arbor Day.

## II. National Environment:

(See Grade I.).

The aim is the same—the same suggested organization can be used. A second grade group has more power and more experience, therefore, the subject matter can be a little more inclusive. More difficult problems can be presented and higher standards of achievement set.

## FARM LIFE PROJECTS

### Language Suggestions

#### I. Conversation Lessons. (Correlated with oral language). Farm-Life:

- a) Work of the Father.
- b) Work of the Mother.
- c) Appearance of the house outside.
- d) Appearance of the house inside.
- e) Discussion of the outer house.
  - 1) Barn.
  - 2) Woodshed.
  - 3) Hen house.
  - 4) Dairy.
  - 5) Pig pen.
- f) Different animals on the farm.
- g) Things raised on the farm.
- h) Means of transportation.

#### II. Poems:

- a) Farewell to the Farm—Stevenson.
- b) Autumn Fires—Stevenson.
- c) The Boy Lives on Our Farm—Riley.
- d) When The Frost Is On The Pumpkin—Riley.
- e) The Hayloft—Stevenson.

## III. Stories—For reproduction:

- a) The Farmer and The Bird.
- b) Apple Seed—John Bailey.
- c) How the Home Was Built—Mother Stories—Maude Lindsay.
- d) At Mulberry's Farm—Stories To tell —Julia Cowles.

## IV. Picture Study:

- a) The Family.
- b) The Home.
- c) Rooms in the home.
- d) Animals such as :
  - 1) Horses.
  - 2) Cows.
  - 3) Pigs.
  - 4) Sheep.
  - 5) Chicken.
  - 6) Turkeys.
- e) Pictures of children playing on the farm.

## II. Written Composition:

- a) Spelling—correlating such words as child will need in written work.  
(See list below).
- b) Penmanship—copy sentence relating to subject.
- c) Dictation.
- d) Original sentences.

Cat.	Home.	Wagon
Dog	Fence.	Plow.
Hog.	Gate.	Rake.
Pig.	Yard.	Hoe.
Cow.	Trees.	Spade.
Horse.	Grass.	Mother.
Turkey.	Farmer.	Father.
Bird.	Farm.	Children.
Milk.	Barn.	Sister.
Butter.	Road.	Brother.
House.		



## NATURE STUDY SUGGESTIONS

## I. Farm:

1. Vegetables which grow on the farm:
  - 1) Those which grow above ground:
    - 1) Cabbage.
    - 2) Corn.
    - 3) Beans.
    - 4) Tomatoes, etc.
  - 2) Those which grow below ground:
    - 1) Potatoes.
    - 2) Turnips.
    - 3) Onions.
    - 4) Radishes, etc.
2. The trees which grow on the farm:
  - 1) Fruit Trees:
    - 1) Cherry.
    - 2) Pear.
    - 3) Apple.
    - 4) Plum.
    - 5) Peach.
  - 2) Nut Trees:
    - 1) Hickory.
    - 2) Walnut.
    - 3) Beechnut.
  - 3) Shade Trees:
    - 1) Sycamore.
    - 2) Maple.
    - 3) Mulberry.
3. Animals on the farm:
  - 1) Horse.
  - 2) Cow.
    - a) Milk.
    - b) Butter.
  - 3) Hog.
    - a) Meat.
  - 4) Fowls, turkey, geese, ducks, chickens.
    - a) Eggs.
    - b) Meat.
  - 5) Squirrel.

- 6) Pets.
  - a) Dog.
  - b) Cat.
- 7) Birds.
  - 1) Special study of Junco.
  - 2) English Sparrow.
  - 3) Robin.
  - 4) Bluebird.
4. Fruits on the farm:
  - 1) Vines.
    - 1) Grapes.
    - 2) Strawberries.
  - 2) Fruit Trees.
  - 3) Bushes.
    - 1) Huckleberry.
    - 2) Blackberry.
5. Preparation for winter:
  - 1) What is Mother doing:
    - 1) Putting away summer clothes.
    - 2) and taking out winter clothes.
    - 3) Canning fruits and vegetables.
    - 4) Putting up stoves.
  - 2) What Father is doing:
    - 1) Getting the wood cut and putting it in the house.
    - 2) Storing away things for winter.
    - 3) Plowing and planting wheat, rye and oats.
  - 3) What the children are doing:
    - 1) Going to school.
    - 2) Helping Mother and Father for winter.
  - 4) What the animals are doing:
    - 1) Changing fur-getting heavier fur.
    - 2) Changing color.
  - 5) What the birds are doing:
    - 1) Migrating to the south.



## SUGGESTION FOR INDUSTRIAL WORK

## Farm Sandtable

## I. a) Home (man).

1. House.
2. Porch.
3. Fence.
4. Yard.
5. Flowers.
7. Trees.
8. Grass.

## b) Home (animals).

1. Barn and Silo.
2. Stable.
3. Pig pen.
4. Chicken house.
5. Cow shed.
6. Dog house.

## c) Garage.

## II. Foods:

## 1. Animals raised for food.

- a) Turkeys.
- b) Chickens.
- c) Pigs.
- d) Cows.
- e) Ducks.
- f) Sheep.
- g) Guinea.

## 2. Animals raised for pets.

- a) Dog.
- b) Cat.
- c) Rabbit.

## 3. Sources of foods.

- a) Garden
- b) Dairy.
- c) Orchard.
- d) Corn field.
- e) Wheat field.

4. Transportation of food.

- a) Wagon.
- b) Automobile.
- c) Road.
- d) Railroad.

5 Farm implements.

- a) Plow.
- b) Rake.
- c) Wagon.
- d) Truck.
- e) Disc.

III. Community Activities:

- 1. Telephone.
- 2. U. S. Mail

Posters

- I. Ground, sky, farm house. road, tree.
- II. Hallowe'en poster.
- III. Thanksgiving poster.
  - Pilgrim Life.
  - Turkey.



## LESSON PLAN

### COMMUNITY STUDY

#### Grade II.

#### Social Ethical Conventions Kindness

- I. Teacher's Aim: To discuss with the group the ways in which they can be kind to their playmates and to build up with them attitudes of kindness and politeness.
- II. Child's Problem: To discuss with his teacher and his group the ways in which he can be kind and polite to his playmates and to try to realize the value of kindness and politeness and the happiness it brings to all.
- III. Introduction: This morning as I walked through the hall I noticed how kind and polite John was to Mary. They were at the drinking fountain at the same time. John let Mary drink first and held the handle firmly and with a steady hand while Mary drank. And the nicest part of all was that Mary turned and said. "Thank you, John," in the sweetest manner. They both seemed so happy.  
So this morning I thought we might talk together about being kind and polite to our playmates.
- IV. Subject Matter:
 

Kindness and Politeness to playmates and friends.

  1. in the Schoolroom.
    - a) Say "Good morning" to teacher and comrades. (Use name of person addressed).
    - b) Say "Excuse me," "Pardon me," "Thank you," "If you please."
    - c) Do not talk when others are talking.

The method suggested is an informal group discussing method, allowing the children to talk freely—giving them personal experiences and ideas. Not withstanding the informality however, the discussions must be well organized. (See subject matter column.)

The discussion should be conducted with a three fold aim: to build up

- d) Go behind instead of in front of others.
- e) Take your turn, do not crowd or push.
- f) Speak so people can hear you.
- g) Walk lightly when group is working (not on tip toes).
- h) Walk lightly in schoolroom and halls so as not to disturb others.
- i) Do not let a door slam.
- j) When a thing is handed you, take it politely—be careful not to jerk it.
- k) Help your neighbor if he needs it.

2. On the play ground.
- a) Speak kindly—sweet voices.
  - b) Give others a chance to play.
  - c) Be careful not to hurty anyone.
  - d) Never call children naughty names.
  - e) See that others have a good time.
  - f) Watch your part of the line while passing.
  - g) Sometimes play a game another child proposes.

3. On the Street.
- a) Speak to others cheerfully emphasize "Good morning," "Good after-

desirable habits and attitudes; to develop language power and to consider the conversational rights of others. Care should be taken to restrain but not surpress the garrulous and to encourage the timid.

Emphasis should be kept on the positive constructive side of the discussion—a desirable rather than undesirable behavior.

The following questions are suggested:

- 1) What can we do in schoolroom to make it a happy and pleasant place in which to work?
- 2) What do you think, John?
- 3) What have you suggested, Mary?
- 4) Have you a suggestion, Helen?
- 5) Where else can we be kind and helpful to our playmates?
  - a) Play ground.
  - b) Street.



noon," How do you  
do," discourage:  
"Hello" as a salu-  
tation to adults.

- b) Boys lift or touch  
their caps.
- c) Make way for  
others to pass.
- d) Do not expect others  
to get off the walk.  
Be careful when  
you have your  
wagon or skates.
- e) Do not call loudly  
to others—go up to  
them and speak to  
them.
- f) Keep to the right  
when you meet  
people—to the left  
when passing them.

Continue this type of  
questioning to bring  
out the thoughts pre-  
sented in the subject  
matter column.

#### V. Conclusion.

##### 1. Generalization—or Summary.

Name three places where we all have the opportunity  
to be kind and polite.

Name quickly three ways which you are going to be  
kind and polite.

##### 2. Application.

Let us all see in how many ways we can be polite to  
our play-mates in school, on the play-ground, and  
on the street (on the way to and from school).

##### 3. Assignment.

Notice all the kind things you see your playmates  
do today, and be ready to tell us about them the  
next time we talk about kindness and politeness.

#### VI. Suggestions:

Make a chart listing names of children—use stars to  
designate children who have been noticeably polite  
and kind during the week. Let group be judge.

Story-telling and discussion bringing out kindness.

## Subject Language

- I. Teacher's Aim: To tell the story "Why the Ears of wheat are small" so that the children will be able to give it back to you in their own words. To help them build up a vocabulary, working for good expression when they reproduce it.
- II. Child's Problem: To talk about the story "Why we have small ears of wheat." To enjoy it and tell it.
- III. Introduction: I wonder how many of you have ever seen wheat growing. Were the ears of wheat large or small. (Show picture of wheat stalk.) Today I am going to tell you a story and it's called "Why the ears of wheat are small." I want you to listen carefully because I am going to ask some one to tell us the story.

## Subject Matter.

## The Story—

"Why the Ears of Wheat are Small."

Questions on "Why the Ears of Wheat are Small."

King of Fields and Forests walked about on this earth.

All plant life was made glad when they saw him. The King loved and cared for them all.

In those days the stalks of wheat were very tall and the grains of wheat grew from top to bottom. Every stalk had hundreds of plump brown kernels.

One day when the golden wheat was ready for a sickle, mother and son walking thru, field, came to a pool of water.

The child amused himself by throwing stalks of wheat

## Method.

Tell the story. After the story has been told ask questions to bring the story out in the children's minds.

Melzi, you tell us the name of the story?

Who walked about on earth a long time ago?

How did all the plants feel when this King came around?

How did the King feel towards them?

How did the stalks look in those days? How did the grains of wheat grow? What did every stalk have on it?

One day when the wheat was ripe who was walking thru the field?

What did the mother and son come to?



into the water. The Mother did not say a word to stop him.

King of Fields and Forests saw the boy wasting the wheat. He saw the careless mother.

The King was angry and called out in a voice like thunder. "Is this the way you waste the precious grain that is given you for food?" From this time on nothing shall grow upon wheat stalks.

Woman and all were frightened. They fell upon their knees before the King and begged him not to do it. "O King spare us" they cried. If you do not give us back the wheat all of us shall die from hunger.

When the King saw how they cried he felt sorry for them and said. "I will answer your prayer." But to punish you for your wastefulness, the wheat kernels shall hereafter grow at the top of the stalk.

Conclusion: What do you think the mother should have done? Why do you think this taught the people? Did you like this story? What part did you like best? Why?

Assignment: When you go home tonight, think about the story. Tell it to mother. Tomorrow I shall tell you another story. Maybe I will let someone tell the story called "Why the Ears of Wheat are Small." Be thinking of someone who you think would tell it nicely, so we can all enjoy it again.

How did the child amuse himself?

What did the mother say to him?

Who saw the boy? Who else did he see?

How did the King feel? What did the King call out?

How did the woman and all who heard him feel?

What did they do?

What did they cry?

Why did the King change his mind?

What did he say? Do you think he did right to change his mind? Why?

Who would like to tell the story?

Have story told several times.

## COMMUNITY HISTORY—GEOGRAPHY

### Grade III.

In the community history-geography, the endeavor should be to acquaint the children with the every day facts about their home community that they ought to know. In this connection, factors concerning food, shelter, clothing, occupations of the people, transportation, and products of the community should be considered. The class should be introduced to such natural geographic features as occur in the community, as hills or mountains and valleys, streams, waterfalls, rivers, etc.

The home geography will naturally be developed wherever possible, largely by excursions to places close by which are of interest and instruction. The history will naturally be accounted for in the question of how the community came to develop to what it is today. Where written history is not available, local tradition will often fill in the gaps and much interest created in getting such from old families or elder citizens. If a rural community is too small for a full year's work, the county or school district may be considered as the home community.

As plans for each community will vary with the community, only an outline can here be given in the line of a number of suggested problems. A brief of a lesson plan is included.

### OUR COMMUNITY

- Problem 1. How did our community come to be settled and what conditions favored the settlement of our community?
- Problem 2. What conditions favored the development of our community?
- Problem 3. How do the people of our community get their food?
- Problem 4. How do the people in our community get their clothing?
- Problem 5. How are the houses in our community built and where do we get the materials?



- Problem 6. What occupations and industries are found in our community? (How do the people make a living?)
- Problem 7. How are our roadways (streets) constructed and where do they go to? (In towns or cities, direction and names of main streets or avenues).
- Problem 8. What advantages for transportation (rail or water) does our community possess?
- Problem 9. What advantages of schools and churches do we have in our city?
- Problem 10. How is our district (county, town or city) governed? What are the uses of police, fire department, health, etc.?
- Problem 11. Why is our community a good place for people to live?

Visit all the places profitable for geographic instructions in your communities that you can, especially natural features and such factories as you can safely take young children if permitted. Have the pupils write short sentences describing things which they have seen.

If the Indians lived any place near your community, begin the study with a study of Indian life, collecting everything possible and reading everything possible on Indian life. Then follow with sand table project on Indian life.

If any historic home is in your neighborhood, visit this, get its history. If a plantation, make a sand table project. If a frontier palisade or cabin, make a sand table project of frontier life.

Let the children get up one or two small pageants acting out the scenes of Indian or Colonial life, especially about Thanksgiving or Washington's birthday.

The plan and success of this course will depend entirely upon the initiative and resourcefulness of the teacher. In one room schools, combine the third and fourth grades, giving in alternate years.

At the end of the year, study the roads leading into your community with its rivers or creeks or streams, make a sand table map. Transfer this map to the blackboard and let the pupils locate on the map various prominent places, public buildings, schools, churches, large factories, and other places of common interest. If the city is too large, get a map and plot only the main thoroughfares. Then have the class draw these maps free hand or with paper, pencils and rulers, each one for himself. This is the first map study. Then take a simple map, and explain in the simplest way possible the use of maps.

### Project on streets of our town.

What streets did we walk over coming to school?

What kind of material were they made of?

Why were the residence streets made of different materials from the business streets and county roads?

What are the main streets in our town and in what directions do they run?

Have you seen a stone or gravel road built? How was it built?

They are laying an asphalt street this week on Charles street.

.....and.....live near there.

They will watch the men each day and report to us how it is built. All of us who can go by there and watch the men at work.

Have you ever seen a concrete road built? If possible, observe the building\*of concrete road in building.

Why do streets have sidewalks and gutters?

Into what do they drain and where does the sewer lead to?

What precautions should we observe in crossing streets?

Why should we never cross the middle of the block, but always go across at the corner?

What traffic rules do we have in our community?

What are the chief roadways leading into our community?

Where do they lead to?

Should children play in the streets? Why not?

Let the class tell all they know about the streets and plot a sand table map of the main thorofares of our community.

### Excursion to a waterfall.

Introduction.

Has any one ever seen a picture of Niagara Falls?

What is a falls? Is there one in our community? How would you like to pay a visit to the falls?

Excursion. Visit to the falls.

Note the falls and the ledge of rock over which it tumbles.

Explain about rock formations. Rock weathering and soil formation, frost and tree root action. Note the bluffs towering above the falls. Study the dam and show how the falls is a source of power. How is the power used?

Visit the power house and one mill turned by the water.

Class work. Let the class read in geographic readers silently everything they can find (or elsewhere) or stories about rivers, streams, boats, falls, hills and valleys and anything connected with their trip. When they have read silently, each his own description or story, let them tell what they have read to the class.



Language lesson. Let the class tell or write in single sentences any interesting things connected with the trip or what they have read.

Sand table. Let a group work out their ideas concerning some feature of the trip on the sand table.

The following is an example of how Fredericksburg worked out its community geography, history and citizenship:

### Fredericksburg

I. Project: Indian life in the Indian settlement which was located at the falls of the Rappahannock.

Problem: What things do people need in order to live? Food, shelter, clothing, weapons and tools to make things, transportation.

Problem: What things did the Indians need and why was the vicinity of Falls of Rappahannock a good place to provide these things?

Here make a study of Indian life to find out how the Indians lived and what they did will give the key to how this vicinity furnished materials for their livelihood. Study books on Indian life.

In hand work, a sand table project on Indian life will assist the work.

In connection with the geography, bring out the following points:

1. The Rappahannock river was source of fishing, hunting, a means of transportation, oysters.
2. The short 4 mile portage to Widewater creek gave added opportunity for fishing and hunting, especially wild fowl. In the marshes of the creek grew reeds for bows and arrows.
3. The low hills and marshes abounded with many kinds of game and made hunting easy.
4. On what is now Marye's heights, were flint quarries, where arrow and spear heads, hatchet heads, scrapers, etc., were made. See the collection at the Normal school.
5. The reeds were used for arrows and baskets.

6. The forest products provided:
  - Ash—a light wood for arrow and spear handles.
  - Hickory—a tough, elastic wood for bows.
  - Birch—bark for canoes and houses.
  - Marsh grass for roof thatch.
  - Sumach for tanning leather.
  - Sumach, sassafras, poke berry, bitter root, ginseng, and artichoke for medicines.
  - Sumach, poke berries and clays for dyes and paints.
7. Clay for pottery.
8. The mountains were far enough away to give wide hunting grounds, but near enough to protect from enemies.

II. What things did the white men need and why was Fredericksburg a good place to settle?

A: Project: A study of colonial life about Fredericksburg to determine what the people needed.

Plan a sand table project of an old-fashioned plantation as handwork.

B: Problem: What did the white man find that suited his needs?

1. The river valley soil was rich for growing tobacco and a variety of crops.
2. The Rappahannock river provided:
  - a) A waterway for ship connections with the mother country, where they marketed tobacco, furs, and other things.
  - b) Opportunity for food, fish, game, birds, crabs and oysters.
  - c) An easy way to communicate with other parts of the colony.
3. Fredericksburg, on the falls of the Rappahannock was the head of navigation. When the upper valley began to be settled, it became:
  - a) A trading post and shipping point.
  - b) A center of colonial manufactures, due to nearness to iron furnaces Germanna.



- c) Water power ground wheat and corn to flour and meal.

III. Study of colonial life in old Fredericksburg and stories of colonial characters, such as Washington, Madison, Monroe, Mary the mother of Washington and Betty Washington.

References: { Goolrick—Historic Fredericksburg.  
Quinn—History of Fredericksburg.

Study the main facts of the settlement of Fredericksburg, its early charter, how it was named, how its streets were named, and how the town was laid out.

IV. Show how in stage coach days, the up-river valley traffic from the Piedmont section and Valley section tended to flow through Fredericksburg.

- a) This would increase Fredericksburg's importance as a commercial town.
- b) During slave times, the planters of the Rappahannock valley were among the most wealthy in Virginia.
- c) All roadways from Alexandria, Manassas, Warrenton, Culpeper, Orange and Charlottesville, as well as from the Northern Neck and Urbanna radiated from Fredericksburg, like the spokes of a wheel. Study the system of roadways leading out from Fredericksburg.
- d) In ante-bellum days, Fredericksburg was an important manufacturing town, due to its fine water power. The first millionaire in the U. S. is said to have made his fortune in the mills at Falmouth.
- e) These facts made Fredericksburg one of the largest and most important towns in the state before the war.
- f) History stories. R. E. Lee and Matthew Fontaine Maury.

V. What factors hindered the rapid development of Fredericksburg following the War between the States.

- a) Fredericksburg was in the center of the battles, was twice burned, and left barren at the end of the war.
- b) Like the rest of Virginia, her factories were ruined and her wealth was gone.
- c) The Southern railroad turned the traffic to the North toward Baltimore, which became the great distributing center for this region.
- d) The center of the iron industry moved from Germanna to W. Va.
- e) The slave system ruined the soil of old plantations, many of whose fields grew up in pines

VI. What conditions favor Fredericksburg's growth and development today.

A: Problem: What are the people of Fredericksburg doing today?

1. Trading in agricultural supplies, clothing, dry goods, groceries, shoes, drugs, etc.
2. Farming, dairy products, corn and cattle, wheat, cattle raising, truck and fruit.
3. Manufacturing, milling, lumbering, clothing, shoes, silk spinning, dairy products, canning, egg crates, mattresses, gravel.

B: What geographic conditions favor these industries?

1. The river gives cheap water transportation through Baltimore to the North.
2. Railroad connections with Richmond and Washington give excellent traffic and communications.
3. Motor trucks on state highways brings trade to Fredericksburg from the Northern Neck and lower Rappahannock valley.

NOTE—Before the War, the trade was from the upper valley, which was turned northward by the railroad after the war; the motor truck has turned the lower valley toward Fredericksburg because of good roads.



4. Tourist traffic on the main line between the North and South.
5. Reclaiming of poor lands by fertilizers and dairy industry has increased the productivity of her farms.
6. Forests of hard and soft wood have prospered lumber and excelsior industries.
7. Cheap water power for electricity and electric power.
8. Favorable climatic conditions, well watered and good seasons, not too hot and not too cold.
9. Progressive business men working for the advancement of the city.
  - a) The Chamber of Commerce.
  - b) The Rotary Club.
  - c) Progressive government.
10. Excellent health conditions due to the upland country with good drainage and good water supply.
  - a) Study the water system of the city and take an excursion to the pumping station and reservoir and settling basin. Explain the importance of these things to the health of the community.

VII. Places of geographic and historical interest around Fredericksburg, which should be visited.

1. Brompton and the battlefield of Fredericksburg.
2. Home of Mary the Mother of Washington.
3. Sunrise Tavern.
4. The Indian Punch Bowl.
5. The falls, the dam and the power house.
6. Little Falls.
7. Alum Springs.
8. Sulphur Springs.

Study and explain by stories and interesting facts the main points of interest concerning these places.

9. Churches of our town—study their history.

## VIII. Our city government:

A: How is our city governed.

1. The mayor and city council.
2. What is the work of the city manager?  
Visit the city manager and get him to explain his work?
3. What does the city do for the people?
  - a) What do the police do? Explain the necessity for respect for the police.

A JOURNEY THROUGH VIRGINIA, INCLUDING ITS  
HISTORY AND GEOGRAPHY

## Grade IV.

It is assumed that other similar journeys can be worked out by teachers in other regions. For their convenience, a partial list of material is given:

## Bibliography:

## History—

- Chandler, Makers of Virginia History.  
Fiske, Old Virginia and her Neighbors.  
Wayland, A History of Virginia for boys and girls.  
Smithey, History of Virginia.  
Cooke, Stories of the Old Dominion.  
Magill, Stories from Virginia History.  
Guerber, Story of the Thirteen Colonies.  
Instructor Literature Series, on Washington, Lee, etc., Danville, N. Y.  
McMurry, Pamphlet on A Virginia Plantation, Peabody Institute, Nashville, Tenn.  
McMurry, Pioneers on Land and Sea.  
McMurry, Pioneers of the Mississippi Valley.  
Page, The Old Dominion.  
Page, In Ole Virginia.  
Coffin, Old Times in the Colonies.

## Geography—

- A Handbook of Virginia, published by Dept. of Agriculture, Richmond, Va.  
Pamphlets (illustrated), published by Virginia-Carolina Chemical Co., Richmond, Va., on:



Tobacco, Trucking, Peanuts, Apples, Grain and Hay, etc. The Oysters and the Oyster Industry, by U. S. Bureau of Fisheries, bulletin 890, write Supt. of Documents, U. S. Department of Commerce, Washington D. C.

Write the Chamber of Commerce of cities and towns of Virginia.

Sample, Geographic Influences on North American History (Teacher). Migrating birds, see Nature Study books.

Supt. of Documents for pamphlets on oysters, crabs, menhaden and other fish.

## VIRGINIA, ITS GEOGRAPHY AND HISTORY

An adequate study of the home state involves the gathering of an abundance of material, informational and illustrative by class, and teacher. This will include railroad and boat folders, time tables, picture post cards, samples, specimens gathered from every available source. Chamber of Commerce, railroad passenger departments, manufacturer's advertising departments, state bureaus, national bureaus, farm and garden magazines, geographic and every available magazine of whatever kind, private collections in communities loaned or given, and an infinite variety of sources open to the teacher of initiative and enthusiasm will supply abundance of supplementary material. Letters written by the children constitute real projects in composition under the direction of the teacher, and will add zest to the study.

The journey method is advised for this study and can be varied by the study of special problems and projects as they arise. Experienced teachers who have tried this method have found Virginia geography and history both inviting and interesting when pursued by these methods. The history of this grade should be developed by stories wholly, preferably read and told by the class. Fiction which will give local color and atmosphere to the study should not be neglected. Through stories and reports, free oral self-expression should be developed rapidly in the children. In rural schools, it may be advisable to combine 4th and 5th grades, giving the course in alternate years.

For a school situated in the Tidewater Section, the following plan utilizing the journey method is suggested.

### I. Preparation for the trip. 5 lessons:

- a) How the class will travel, Folders, time tables, and planning of the trip.
- b) Expenses.
- c) Length of time they will spend.
- d) Look up on a map.
  - 1) The region and its boundaries.
  - 2) The important towns and cities they wish to visit.
  - 3) Locate; Northern Neck; Eastern Shore; Western Shore; Peninsular; South Side.



## E: Trucking.

1. Vegetables, melons and berries.
2. Why is Tidewater Virginia a favorable place for this industry?

In connection with this problem, bring out the following points:—

- a) Light sandy loam soils.
  - b) Marl beds and fertilizer materials.
  - c) Mild climate, influenced by Gulf stream—long growing season and double crop system.
  - d) Variety of season from Fla. to N. E.
  - e) Water transportation.
  - g) Timber for light crates.
3. Rotation and seasons of production for various crops.
  4. Care and culture of truck crops.
  5. Intensive Agriculture.
  6. Co-operative marketing.
  7. Potatoes in Accomac.
  8. Northern markets accessible by water and rail.
  9. Value of this industry to Virginia.

## F: Project—Ship building.

1. Why is Newport News a suitable place for ship building?
2. How a ship is laid down.
3. How its structural parts are put in place.
4. How a ship is launched.
5. Value of this industry to Virginia.

## G: Project—Norfolk Coal Piers—(Write to N. &amp; W. Ry.)

1. The great coal railroads of Hampton Roads.
2. The coal fields.
3. Coaling ocean steamships.
4. Export coal.
5. How coal is unloaded from the cars.
6. Value of this industry to Virginia.

IV. The following historical settings may be included in the list:

- a) At least one historical Virginia plantation home. See McMurry's, "A Virginia Plantation." Vitalize the subject by stories of plantation life. A sand table project is interesting where practicable. Let the children build a house.
- b) A study of Virginia Indians, and all the information obtainable about them. The story of Pocahontas.
- c) The land to which the white man came.
- d) John Smith and the early days of Jamestown.
- e) Wm. Byrd and the founding of Richmond and Petersburg.
- f) Gov. Berkley and Gov. Spottswood.
- g) What classes of people came to the Old Dominion? See Beard and Bagley, "The History of the American People," Ch. 3.
- h) Washington.
- i) Patrick Henry and his famous speeches.
- j) Lee.
- k) Jackson.

Plan for Washington's birthday a scene picturing some phase of Colonial life, costumed, in which all the children take part.

V. A trip up the James River.

- a) Scenes and historic homes along the way.
  - b) Study the events leading up to Yorktown.
  - c) Story of the Peninsula Campaign in the War between the States.
  - d) Richmond.
- 1. Reasons for its growth and location.
  - 2. Its history.
  - 3. Its transportation facilities.
  - 4. Its industries.
  - 5. Points of interest.
  - 6. Its place in the hearts of Southern people.



- VI. After completing the trip, the teacher should draw on the blackboard an outline map, and let the class insert the places visited, names of the sections, their products, and the route over which they traveled. They should name the rivers and place their own surrounding counties on the map.

The various sections are to be studied one at a time, first the home section, and then contiguous sections, until all sections of the state are studied.

The study should be concluded by the following problem—

Trace an outline map, put in mountain ranges locate the cities visited, print in agricultural and mineral products, railroads traveled over and locate the various sections.

### Globe Work

To the teacher. In introducing 4th grade (8-10 yr. old) children to the world whole idea, remember that their outlook is painfully limited, their horizon small. The only right way to do this is by means of a globe. To do this, proceed in the following way with utmost simplicity:—

Gather the class in small groups of not more than 6 at a time around the globe so that each can see.

Call attention to the fact that the moon is round, the sun is round, likewise, the earth is round. Then explain, they are really spherical, but the earth is flattened at the poles.

Spin the globe around and by placing opposite a window, get them to notice the shadow and the light halves. Try to get them to suggest day and night.

Call to mind Winter with its ice and snow; perhaps Eskimo stories. Get them to tell what fruits come from hot countries. Show them the five belts, Arctic, Antarctic, N. and S. Temperate and Torrid, identifying each belt and distinguish the Equator and the Poles. Make no attempt to explain, simply state facts. If questions are asked, dismiss briefly by stating that the earth is tilted on its axis and sometimes the sun's rays strike us more indirectly. A true, whole account is impossible in this grade, so do not attempt it, and half truths are dangerous.

Now direct the child to the belt in which he lives, point out the continent, have the children make out the name. Now find our country and have them make out the name. Now have them find their state and finally their city where (or near which) they live.

Let each child do this, putting his or her finger on the spot and identifying each name for themselves.

Call attention to the fact that the earth is larger around at the equator than where we live.

Call attention to the fact that the surface is really curved but our maps are flat.

Put the problem to the children to find out with what body of land North America is joined.

Now develop the words, section, state, region, country, continent.

Now give them the problem of finding four oceans bounding these two continents. Take a string and pass across the 2 poles through these oceans and notice that the string passes through no more continents. Develop the idea of the Western Hemisphere, and note that another half is left, which call the Eastern Hemisphere.

In the study of the Eastern Hemisphere identify 4 continents, and 5 oceans, noting that 4 oceans have already been named.

Give them the problem of finding the 4 races (white, black, yellow and red) and where they mostly live. Note also the belts in which they live.

You now have before the children the earth, its shape, day and night, belts and seasons, oceans and continents, climate (roughly) and peoples. This is all they will be able to grasp. Do not attempt anything further. Stories, illustrations, products, etc., which will deepen impressions of the above will help a great deal.

Regions to be studied.

#### I. Tidewater region.

#### Projects

1. Oystering.
2. Fishing.
3. Menhaden fishing and fertilizers.
4. Trucking.
5. Sawmilling, crates and barrels.
6. Shipping and shipbuilding.
7. Peanuts.
8. Smithfield hams.
9. A Virginia Plantation.
10. Famous homes of Virginia.
11. Hampton Roads and port cities.
12. Richmond.



## II. Piedmont region.

1. Tobacco.
2. Trunk and bag industry.
3. Mountain gaps.
4. Oysters.
5. Dairying.
6. Cities of the Piedmont.
7. Slate quarry, Buckingham County.

## III. Valley of Virginia.

1. Cattle and stock raising.
2. Caverns.
3. Mountain resorts and schools.
4. Mineral and salts (not including coal and iron).
5. Hay and grain.

## IV. Mountain region.

1. Coal.
2. Iron and Steel.
3. Wood Pulp and Paper Making.
4. Hot Springs.

The history stories should be told in connection with the places as they are visited on the trip. The accompanying is a plan worked out with Fredericksburg as the starting point. Each teacher should plan her trip with her class in accord with the region in which her county is situated.

## STATE OF VIRGINIA

## I. Trip down Rapahannock river from Fredericksburg to Chesapeake Bay, Newport News and Norfolk.

- a) Preparation for trip by steamer. (visit steamer).
- b) What occupations do we observe the people engaged in on this trip?
1. Fishing Industry.
  - a) What kind of fish are found? Herring, Shad, Rock, White fish, Perch. Illustrate marine pictures.
  - b) Find out from fisherman about runs of fish and what they are, and the seasons of these runs.

- c. What conditions make this a fishing haunt? Shallow, brackish and fresh water. Marshes for spawning. Spawning rocks on the fall line. Inlets.

Project: Study nature lesson the life cycle of fish, spawning, hatching, survival of fittest, traveling in schools, migrations, adult life, feeding. Compare with fishing banks of Newfoundland, and Columbia River, Canadian west coast and Alaska inlets.

- d) What are the means of catching fish? Nets, and seines, trawling, fish traps. Ask for description of these.
- e) What are the commercial possibilities of fishing? Methods of preparation, canning, drying, salting, smoking. Herring dried, peppered, salted, cp. mackerel. Fish roe canned.

Project: Work out canning industry as applied to salmon, cod, tuna, sardines, lobsters, shrimp.

Arithmetic problem: Figure out cost which justify present price to consumer.

## 2. Oyster Industry.

- a) What are the geographic conditions making this an important industry? Shallow water, brackish water, oyster rocks for breeding seed, oyster planting, length of growth.
- b) Habitat, how they feed, breathe, live, protect themselves from enemies, etc.
- c) Method of gathering, cost, prices, labor, wages, etc.

Arithmetic Problem: What does an oyster gatherer make per day? In view of cost of living, what will this money buy for family of five?



- d) What is the influence of water transportation to the great eastern markets. What effect does this have upon the social life of the people? Isolation, education, mails, travel roads. Why has no railroad ever been built into the Northern Neck? See Free Lance—Star.
  - e) Marketing. What are the conditions of marketing? Where are they sent? How are they sent and packed? What is the work of the Oyster houses seen along the shores of the Rappahannock?
  - f) Prices for serving at hotels, for sale by local dealers.  
Arithmetic problem: In light of cost of dredging, shucking, canning, storage, retailing, serving, how can we justify the price charged the consumer?
  - g) Find out the different kinds and grades of oysters.
3. Trucking.
- a) What vegetables and truck are raised? Spring lettuce, radishes, peas, snaps, cucumbers, new potatoes, cabbage (early), onions.  
Summer—Tomatoes, sweet corn, cantaloupes, water melons.  
Autumn—Sweet potatoes, late potatoes, cabbage, salad greens.
  - b) What are the geographic conditions which make industry possible?
    - 1) Rainfall—get information on rainfall of this part of state from weather bureau.
    - 2) Soil—sandy loam and sand, find out what sorts of soils are specially adapted to certain of above named crops. Fish fertilizer (Menhaden fish) marl,

- 3) Long growing season, influenced by Gulf Stream, enables Virginia to raise between season crops after southern truck is exhausted, and before some home grown stuff in New York, New Jersey, and New England comes in. What effect on price?
- c) What transportation to Baltimore, Philadelphia, New York and Boston?
  - 1) Close to the greatest urban population in U. S. Look up these great coast, lake and N. E. Cities.
  - 2) Land formation—flat country is easy to till.

#### 4. Hunting.

- a) What conditions, if any, make hunting possible or profitable? Salt marshes, swamps, and warm temperature.

Study hunting in early colonial history and among Indians. What ways of hunting were developed? What was the effect of these methods of hunting? What legal restrictions have been drawn and why? What animals and birds of value are hunted? Has hunting as a commercial pursuit declined? Why? Is this a desirable thing? Why? Study commercial value of fur bearing animals, skunk, muskrat, beaver, mink, etc.

- b) Nature Study Project: Study the life habitat, breeding, migrations, winter homes, reasons for migrations of some of the migratory birds. See Agricultural bulletins.



5. Manufacturing. What do we find the people making?

- a) Fertilizer made from fish, marl, etc. Great need of Virginia land for this product.
- b) Crates and barrels. Of what are these made? How are they made? For what are they used? Are they much needed in the immediate vicinity? Visit a stave mill.
- c) Canning fruits, vegetables, fish. Visit a canning factory.
- d) Shipbuilding—Newport News and West Point.
- e) What geographical conditions make these industries profitable?
  - 1) Farm lands require fertilizer.
  - 2) Farm lands give fruits and vegetables (necessitating crates and barrels).
  - 3) Fish give food and fertilizer.
  - 4) Forest gives lumber for crates, barrels, ships.

5. Shipping.

- a) Harbor facilities. Study a map of Chesapeake Bay and its estuaries, and see why these facilities are good. Compare with other great harbors in this country.
- b) Virginia provides lumber, iron and coal.
- c) Need for great shipping industry carried on in Virginia.  
Project: Longshoresman, nationality, pay, training, union, how affects shipping in Virginia.

C: Transportation..

1. Waterways.

- a) York river lines West Point to Baltimore.
- b) Rappahannock line to Baltimore.
- c) Old Dominion line to Baltimore from Norfolk and Hampton.

- d) Mobjack line Hampton to rivers of Mobjack Bay.
- e) Bay line to Washington from Norfolk.

2. Railroads.

- a) N. Y. P. & N. Cape Charles to N. Y.
- b) R F. & P. Washington to Richmond.
- c) Southern, West Point to Richmond.
- d) Cheseapeake and Ohio, Hampton to Richmond.

Problem: What advantages of railroad to Northern Neck? also to Urbanna? Why have they not been built?

Problem: Why is water transportation cheaper than rail? Why more desirable?

Arithmetic Problem: Calculate the cost to Baltimore of various articles grown in Tidewater of shipping them both by rail and by water.

D: Places of historic interest.

- 1. Locate the birthplaces and boyhood homes of Lee and Washington.
- 2. Locate names of other historic places along the Rappahannock.
- 3. Tell a story about some of these places.  
Reading lesson: Pioneers on Land and Sea, Chapt. 11—Washington.  
Chandler's Makers of American History, Chapter 28—Lee.

E: Locate on map towns and cities they visit.

Tappahannock, Urbanna, West Point, Hampton, Norfolk and Portsmouth.

- 1. West Point. Noted for shipping, manufacturing of staves.

Problem: Get information from Richmond Chamber of Commerce and from Mayor of West Point on this city as Port of Richmond. Study York River as a deep water channel for sea-going ships.



- a) Why is this a good seaport?
  - 1) Connecting link between Richmond and sea.
  - 2) Coal easily obtained.
  - 3) Located on the bay.
  - 4) In one of the biggest lumber regions of the state.

2. Hampton and Newport News.

- a) Sights to be seen. Shipyards. Ft. Monroe, Hampton Roads. Hampton Institute.

Project: Study the possibilities of Hampton Roads as a harbor. Look at the maps, and folders of **James-town** Exposition, and show how this is a great commercial port. Compare in detail Chesapeake Bay with Puget Sound and ports around Seattle.

Project: Study the building of a ship and get illustrations from the shipyards and other places.

3. Norfolk and Portsmouth.

- a) What are to be found here?
- b) How does Norfolk rank as a shipping port?
- c) What goods are exported through Norfolk?
- d) What goods are shipped mainly up coast from Norfolk?
- e) What conditions make these places important?
  - 1) Point out great trunk line railroads and where they lead to.
  - 2) Export Coal trade. Show on maps roads leading to Coal Fields. Illustrate the handling of coal at the Norfolk coal piers.
  - 3) Export outlet for expanding interior region of Kentucky, Tenn. W. Va. and N. C.

NOTE: Why are there no ports along the coast of North Carolina?

## II. Trip up the Potomac River.

- A: Study the Potomac River line booklet for scenes and historic points along the river.
- B: Have the children tell stories of the boyhood of Washington and Lee. Where were their childhood homes? In Westmoreland County.
- C: Point out their later homes at Arlington and Mt. Vernon near Washington.
- D: What scenes are they likely to see about Widewater?

Suggested Problem: The wireless station at Arlington.

## III. Up the James River.

A: Side trip up the Nansemond River.

1. Look up on map to see where trip is to be taken.
2. What towns are near? Smithfield and Suffolk.
3. For what products is this region noted?
  - a) Peanuts and hams.
4. What are the people doing?
  - a) Raising hogs and curing famous Smithfield hams.

Problem: Show why these hams bring a higher price and how they are cured. After digging the peanuts, many are left in the ground, and hogs are turned into the field to root out the left-over peanuts. Why would peanuts tend to make hogs fat? About three weeks before killing time the hogs are fed corn to harden the flesh. This combination makes the meat firm, tender, and sweet and somewhat oily. When weather grows cold, killing time has arrived. Why kill after frost? How is the killing done, and how is the hog cut into parts? See a quartered hog at a local butchers' and learn the various parts and their uses.



Curing the meat. The hams are cured in a mixture of salt and sugar, hence they are called "sugar cured." After the salt and sugar have thoroughly penetrated the flesh, they are taken up, and thoroughly cleansed and washed and dried, then strung. They are then hung in a "smoke house" which is air tight, and green hickory wood is burned in the house, filling the room with smoke, where the hams are hanging. The smoking sometimes lasts a fortnight or more in smoking the best hams and only hickory wood is used. This combined treatment gives the ham its rare flavor, for which it is famed.

Investigate the price of hog meat. Write Agricultural Department for cost of curing, etc. Find out wholesale and retail prices of Smithfield hams, and compare with prices of other hams. Are the profits on these excessive?

b) Peanut Industry.

Problem: How peanuts are raised and what is done with them. Write department of Agriculture for bulletins. Write Chamber of Commerce, Suffolk, Va. enclose 50 cents and ask them to send plant, vines, roots and peanuts attached, boxed by parcel post. Show pictures of fields and describe cultivation. Get description of cleaning and sorting in a peanut factory. Get description of hulling, skinning, fanning. What is done with peanuts? Salted, Candy. Peanut butter; how made? Peanut oil; how made? Peanut hulls; what is done with these? For fertilizer and pulp of various purposes.

B: Up the estuary of the James. What is an estuary?

1. Jamestown Island. Show pictures of old church tower and if possible, a picture of Jamestown in colonial days. It has become an island since early settlement in 1617.

History Correlation: Read Gueber's Story of Thirteen Colonies, chapt. 23-26. Read Johnson, To Have and To Hold, first six chapters to get atmosphere of early colonists, and find out what kinds of people the early settlers were.

Why did Smith choose the sight for settlement? When was it destroyed? What city took its place? Williamsburg.

Project: A Virginia Plantation. Lower and Upper Brandon. Study life on a Virginia Plantation in antebellum days. See McMurry's "The Virginia Plantation." Get children to collect pictures of plantation life. Look up descriptions of plantation life in various books for reading lesson, and write compositions on these descriptions.

Problem: Why did Virginia adopt the plantation system? Why did Virginia give up the plantation system? Why were they largely in the river valleys? Why was this a wasteful system? (See Virginia Plantation p. 24).

2. Dutch Gap. When made and why?

Read in this connection: In Pioneers on Land and Sea, about Raleigh, Smith and George Washington.



## C: City Point and Hopewell.

Problem: Get information (through Chamber of Commerce) of Hopewell during the World War, and what are its present activities. What are the people doing? Why is this an advantageous place for a manufacturing center?

## D: Richmond.

1. Show picture of how city appears from the river. Why was this a good place to establish a city? Compare geographic conditions with those of Fredericksburg.
2. Who established and when? Colonel William Byrd, 1733. What other city was established at the same time? Petersburg. Why? See Smithey's History of Virginia. When and why was the capital moved from Williamsburg to Richmond? See Richmond in Encyclopedia Britannica. What scenes in the Revolutionary War were enacted here? Read in Chandler's Makers of Virginia History, accounts of William Byrd and Patrick Henry. Read Patrick Henry's speech of March 1775, in St. John's Church. What was the effect of this speech on American history?
3. What sort of people settled the James River valley in early colonial history?
  - a) English debtor classes.
    - 1) Impress from English history causes of imprisonment, conditions of jails and effect on people. (brutalizing and despairing).
  - b) Gentlemen adventurers.
    - 1) Bring out Spanish activity in Mexico, English piracy, desire to obtain gold. Read Guerber's Story of Thirteen Colonies, chapt. 22. Explain English warring with Spain, and tell the story of the great Armada.

- c) Slaves.
  - 1) When and why brought to Virginia?
  - 2) Describe if possible the slave trade.  
Why was this traffic so wicked?
  - 3) What made tobacco so important in Virginia. Call attention to the fact that tobacco was used in place of money in early colonial Virginia.
- 4. What effect did these historic facts have upon life in Richmond in antebellum days? Compare with growth of manufacturing in New England cities. Why did New England get rid of her slaves?
  - a) Little manufacturing.
  - b) Chiefly shipping, trading, and political center.
  - c) Picture life in Richmond before the Civil War, and compare with Fredericksburg. In what ways is it radically different now?
  - d) Why did the old system have to go? The south was the last place in the world to abolish slavery among civilized nations? Slavery was wholly against the trend of the time. Why was it bad for the south to be wholly agricultural?  
Problem: In answering this last question, call attention to the fact that raw cotton was shipped either to New England or to England and France.  
Get price of a pound of raw cotton. Find out how much bleached cotton, also lawn can be made from a pound of cotton. What would this amount of goods of each kind bring retail? Now explain that if



the goods were made and sold in the South, that all this extra value of manufactured goods would remain in the South, thousands of people would be employed, and people in the South would be much richer instead of letting people in New England and England get all this extra money.

5. Industrial development of Richmond.

- a) What great disaster occurred in Richmond at the end of the Civil War?
- b) Read of courage displayed in Reconstruction. See Smithy History of Virginia, pp. 242-3. Find other more extended accounts if possible.
- c) What geographic factors aided industrial development?
- d) Water-power-falls of the James Cp. Fredericksburg.

River valley provides easy grades of coal fields—cheap coal.

2) Resources.

Material access to iron and other minerals. Where?

Tobacco. Cedar and Soft wood forests. General farming. Clays and granite. Close to sulphur mines—Louisa county.

Location.

Prestige.

Historic center of state, to which people naturally gravitate.

Seat of Government.

Accumulation of wealth. Look up statement of Richmond's banks.

What is Richmond's rank as a banking center? What is its rank in population? What does this indicate?

3) Economic.

Inherited wealth.

Thrift of the people. What is the amount of saving's deposits. Call attention to the fact that Richmond, being a general manufacturing center is less liable to effects from financial panics than towns, e. g. Pittsburg in steel or Fall River, Mass. in cotton goods, where if one line of industry is closed down, the whole of industry is paralyzed.

- 4) Transportation. Water route to sea. Connecting link in railways between seaboard and west. Trace connections on map. Roads and highways leading to all parts of state. On direct connection between seaboard and west. What railroads? Trade connections.

6. Her great industries.

- a) Tobacco. In tobacco belt; cheap power; good transportation; abundant and cheap negro labor; skilled white labor. Get a description of cigarette manufacture from a cigarette manufacturer if possible.

- 1) American locomotive works. Why established there? Great railroad center, cheap power, good transportation, nearness to iron and coal, skilled labor. Find out how many men this plant employs. It is a very large plant, and part of a large system. Another such plant is located in Schenectady, N. Y. and another in Toronto, Can., all part of American Locomotive works system.



- 2) Iron, Nails and Stoves. Find out from Richmond Chamber of Commerce about the historic Tredegar Iron Works, also about Southern and other stove works in Richmond.
- 3) Fertilizers. Write state Dept. of agriculture for information on fertilizers. Also information as to kind and quantity of fish used in fertilizers. What substances are necessary for good general fertilizers? What is gotten from fish? Phosphoric acid? Where is phosphate rock gotten from? South Carolina and Florida. Note cheap water transportation to Richmond. Where is the potash gotten from? Germany in normal times; again water transportation. Where is nitrate of soda gotten from? Chile; again water transportation. To reduce those and make them soluble in water, sulphuric acid is necessary in large quantities. Note sulphur mines of Louisa county near by. Why must a good fertilizer be soluble in water? Because plants take up those chemical substances only when it is dissolved in the water of the soil. Explain the great demand for artificial fertilizer owing to the character of Virginia soils, especially in raising tobacco and trucking crops, the great Virginia staples. Write to Va.-Car. Chemical Company.
- 4) Richmond Cedar Works. Get information from advertising

dept. of this company, which is the largest of its kind in the world.

- 5) Blotting paper. Get information from this industry thru the Richmond Chamber of Commerce. It is the largest of its kind in the world. If possible, get description of how blotting paper is made.
- 6) Get what information you can about other industries and manufacturing establishments located in Richmond.

#### IV. Review:

Trace a map of the regions in Tidewater, which have been visited, mark and name the counties. Locate Northern Neck, the Peninsula, the Eastern shore, the Potomac, Rappahannock, York, the James Rivers. Locate the important towns and cities, write in the important crops and industries, including fishing. Locate Chesapeake Bay on a map of the United States. Find out from the U. S. Bureau of Commerce what is Norfolk's rank among the ports of the country in exports and imports, both combined. Show how and why it is important.

### TOUR THROUGH SOUTHSIDE VIRGINIA

- I. Problem: If you are going on a trip by rail, what would you do?
  - A: Look up railroad folders.
  - B: Get a time table, and look up trains to destination.
  - C: Look up on the map the places you expect to visit.
- II. Plan a trip on the N. and W. railroad. Note the following facts in this study.
  - A: The Eastern terminal of the road.
  - B: Look up Bluefield on the West Virginia line.
    1. Name the counties around Bluefield. The famous Pocahontas coal fields are located in these counties.



Look up the New River where it passes through Giles county, Va., and Summers and Fayette counties, W. Va. This is the famous New River coal field.

Problem: What railroad connects this field with Old Point Comfort? Trace the railroad which parallels the N. and W. from Bluefield to Norfolk. This is the Virginian R. R., a strictly coal road. Notice that it passes through no important cities after leaving Roanoke. It has a down grade all the way and hauls the heaviest coal trains in the U. S., one hundred cars to each train. Can you find a picture of these locomotives?

NOTE: Later a special study will be made of coal and coal mining, where coal is found, and where it goes, and what people do with it.

D: Show pictures of coal piers at Norfolk.

Problem; Why is so much coal shipped to Norfolk?

1. Export to foreign countries? Why?
2. Coaling steamers. Why?
3. Manufacturing.
4. Heating homes in environs of Norfolk.

NOTE: The Norfolk coal pier is the largest in the world. Notice how the pier is built. Why is it so high above the water? Note how a car can be turned up side down and dumped. Ask if they have ever seen a coal hopper? Must it not be very heavy? Call attention to what large machinery must be required to lift a whole car of coal up side down and dump it like a man would a bucket of water, and set it back on the track again. These machines are called cranes.

III. Through what important cities does the Norfolk and Western pass? Petersburg, Farmville, Lynchburg, Roanoke and Bristol.

## IV. Visit to cities named.

A: Auto trip from Richmond to Petersburg, on concrete highway built by U. S. Government during the war. Why built at that time?

1. What large army camp is located near Petersburg? Show pictures. Have pupils describe camp life. Ask if any have visited a camp and have pupil describe it or write a composition about it. Show folder of the camp.
2. What war city was built near Petersburg?  
Hopewell.
  - a) What was manufactured there?
  - b) Why was it located there?
  - c) What was its effect upon Petersburg?
  - d) What has become of this city since the war? It is not so large. Write Hopewell Chamber of Commerce and find out what is being done and how the city has fared. What activities are taking the place of war activities?
3. For what products is Petersburg noted?

Problem: Look up in book on Petersburg.

- a) Its tobacco markets. Why is Petersburg a big tobacco market? In tobacco section. How is tobacco marketed? Tobacco is shipped in hogsheads to great warehouses. The top is knocked out of the hogsheads, which are turned up side down and lifted off. The tobacco is in the form of "hands." What is a "hand" of tobacco? A man secures from the top, middle and bottom layers several sample hands of tobacco, which are laid on the top of the pile. The buyers examine the samples and estimate the grades. When the auctioneers come around, the buyers representing large manufacturing of export houses bid, and



the hogshhead is "knocked down" to the highest bidder. Ask if they have ever seen an auction, and have them describe one, or if possible attend one and see how it is done. Other large tobacco markets are Farmville, South Boston, Danville and Richmond. Locate these on the map. Look up the tobacco section in the Virginia Handbook, then state why these markets are located at these places.

- b) Petersburg has largest trunk and bag factory in the world. Show picture of factory. Write Seward Trunk and Bag Co., for description of how trunks and bags are made.
- c) From post card pictures, tell of other points of interest in Petersburg. It is an old historic city. What interesting events in American history have occurred near there?
- d) What other important industry center is there? Peanut industry. What is the chief peanut market of the U. S.? Suffolk.

NOTE: Call special attention to the fact that Petersburg, being located in a section where tobacco and peanuts are the chief money crops, her two chief industries are connected with these two crops. Generalize on this fact.

- e) Water Power. The second largest dam in the state has been built across the Appomattox river just above Petersburg. Where is the largest dam in the State? Fredericksburg. What kind of power does this give? Cheap electrical power. Why is this an advantage? Has Petersburg made greater use of this resource than Fredericksburg? Why?

B: Take the N. and W. train to Farmville.

1. Appearance of the country on the way.
  - a) Rolling, hilly and rough.
  - b) Mostly clay soil and sand.
  - c) Appomattox river drains this country.
  - d) Tobacco barns of logs.
  - e) Crops of peanuts, corn and tobacco.
  - f) The high bridge near Farmville.
2. Visit to a tobacco farm.

Problem: How does a farmer raise tobacco?

- a) In the Fall, he clears a piece of new ground in the woods, and plants the seed in the ground under canvas.
- b) In the Spring, he prepares rich ground, either of light sandy soil for light tobacco, or heavy clay soil for dark tobacco, makes long rows, fertilizing heavily with guano. Then he transplants after danger of frost is passed (middle of May) from the seed bed in the woods a back-breaking process (4000 plants to the acre).
- c) The young tobacco is worked frequently to keep down weeds and keep soft and moist ground, and after growth has set in, the rows are hilled. The suckers are pinched, and it is wormed once every week, sometimes twice. Tobacco requires lots of painstaking attention. Turkeys are useful for keeping down the worms.

Nature Study lesson: Describe life history of the tobacco worm. The worm cuts large holes in the leaves, cutting the quality. Why?

- d) When the tobacco gets tall and blossoms the blossoms are pinched off, leaving leaves according to the kinds:



- 1) On sandy land, 10 to 12 leaves are left, growing tall with slender leaves making light tobacco of high quality. (light Burley).
  - 2) On clay land, 5 to 6 leaves are left, growing broad and heavy. (dark Burley).
- e) In August the dark green leaves begin to turn to a creamy brown, when the tobacco is said to be "ripe." The stalks are then cut, split, and hung over long poles to be hung up in the barns.
- 1) That grown on sandy land is taken directly to a barn to be *fired*. The barn is air tight and heated from an underground fireplace to about 140 degrees F. until the tobacco is thoroughly crisp, or *cured*, hence the name *flue-cured* tobacco. It remains in the barn until fall after cooling, to mellow. Sometimes a farmer may have a spark from a defective flue, and barn and tobacco catch fire. Such a fire in the night makes a very spectacular affair but causes loss of both tobacco and barn. This tobacco is light orange color and light in weight, but brings high prices, and is used for cigars and cigarettes. The farmers often burn all the wood in the wood lots and thus rob the farms of their best timber. (Talk on wood and forest conservation).
  - 2) Tobacco grown on clay soil is cut, split, laid across a stick, and then the pole is laid on the ground for the sun to wilt the tobacco leaves. It is then put into dry, airy barns in tiers, and

left till fall to cure and mellow. This process is called *sun-cured*. It is brown and heavy, and used for filler for cheap cigars, and for chewing tobacco and snuff.

- f) In the fall, the farmer takes the tobacco off the sticks, and strips the leaves from the stalks, and sorts the leaves. Those of a given grade, he ties into a bunch with one of the leaves, and this bunch is called a *hand* of tobacco. He then throws away the stalks and packs the tobacco in hogsheads and takes it to the markets to be sold. The sorting of tobacco takes much skill. The grades are:

- 1) Lugs or ground leaves.
- 2) 3rd quality—dirty and full of holes.
- 3) 2nd quality, having less defects than the 3rd.
- 4) Prime quality—all perfect leaves of superior quality.

The prices range according to quality and weight.

3. Visit to Farmville.

- a) It is a thriving town of 3000, well paved and lighted.
- b) From the station huge tobacco warehouses 5 stories high, built of wood and overlaid with corrugated iron painted red are seen on every side. Is there anything like this in Fredericksburg? No. Picture what a different look this gives to the town. It is a tobacco market like Petersburg.
- c) Visit the state Normal School. Is there one in Fredericksburg? What are these schools for? The one in Farmville is much larger than that in Fredericksburg, is in the center of town, but has not so large and pretty a campus.



- d) Auto trip to Hampden—Sidney College. This College is the oldest in the state except William and Mary College. Where is the latter college located?

C: To the foothills of the Blue Ridge—Lynchburg.

1. What river is Lynchburg on?
2. Where does the river cut through the Blue Ridge mountains? At Balcony Falls (locate on map). The James River passes through what is known as a water gap. Show a picture of a water gap. Note where the Staunton River crosses the Blue Ridge at Buford's Gap, the Jackson crosses the Shenandoah ridge at Iron Gate, the Potomac crosses the Blue Ridge at Harpers Ferry, the Susquehanna at Harrisburg, Pa., the Delaware at Delaware Water Gap. These are all water gaps where streams have cut their way through the mountains into the plains of the Piedmont section.

Note where the cities of Trenton, N. J., Middleton, Pa., Washington, D. C., Fredericksburg, Va., Richmond, Va., Petersburg, Va., are located. There is a water fall at each of these places, and a line drawn through them is called the Fall Line. This line is the division between the Atlantic coastal plain and the Piedmont section. The Piedmont section in Virginia extends from the Fall Line to the Blue Ridge. Lynchburg is in the Piedmont section.

3. Visit to Lynchburg. Called the Hill City. Why?

- a) Why is Lynchburg a good place to locate a city? The river furnishes water power. A canal used to run from Lynchburg to Richmond. Why is it no longer used? The city is near the coal fields, and in a rich tobacco country, creating a market as in Petersburg and Farmville.

- b) What railroads pass through the city. Two of these, the N. & W. and C. & O. are coal roads. The C. & O. is called a river road because it follows the course of the river. What is the disadvantage of a river road? The southern Railway is the *trunk line* between the North and South. What is a *trunk line*? Notices that two divisions of the Southern come together here making this an important connecting point. Also the Southern trains run over the N. & W. to Bristol enroute to Memphis. Lynchburg is an important railroad center.
- c) What are the people of Lynchburg doing?
- 1) Marketing tobacco.
  - 2) Making iron goods—iron pipes and plows.
  - 3) Making candy.
  - 4) Extracting tannin from oak bark. What is this used for?
  - 5) Manufacturing shoes—largest center in South.
  - 6) Teaching in colleges.
  - 7) Jobbing and merchandising.
- d) What colleges are located in or near Lynchburg. This is a country noted for its colleges, wonderful scenery, and mountain resorts. Locate Lexington. What schools are there? Why are they famous? Locate Bedford. The famous Peaks of Otter (show picture) are near this place, and are visible from Lynchburg. The national Elks home is there. Why is that a good place to locate such a home? Locate Natural Bridge. Show pictures and explain how this bridge came about. See Fry-Atwood Geog. bk. 2, fig. 91, page 52. Later compare the above to the



Caverns of Virginia when they are taken up. Many places like these are famed mountain resorts. Why are these good places for schools and resorts?

- e) The largest industry in Lynchburg is the shoe industry. Get the names of these factories.

Problem: How are shoes made?

Visit the shoe factory in Fredericksburg.

- f) What factories make Lynchburg a prosperous city?

- 1) Water power and cheap coal.
- 2) Good rail transportation.
- 3) Rich farming section.
- 4) Tobacco.
- 5) Healthful and invigorating climate.
- 6) Thrifty and progressive people.
- 7) Good schools—rated among the best in the state.
- 8) Abundant labor.
- 9) Good markets—a large section of Virginia buys in Lynchburg.

D: Continue the journey up the N. & W. and visit Roanoke.

1. What river does the railroad follow? Roanoke River. Why?
2. How does the railroad cross the Blue Ridge? Through Buford Gap which is one of the water gaps before mentioned. The class is now in the valley surrounded by mountains. Which is a valley? Give a talk on mountains and valleys, and how they are formed. Trace the Blue Ridge on the map. What direction do they run?
3. At Bedford, the peaks of Otter, before mentioned are seen in passing. They are visible from Clifton Forge, 75 miles away. Where is Clifton Forge? Locate. The top of a tall sharp peak is called a *pinnacle*.

4. Descending the grade from the Blue Ridge, the train enters the valley of Virginia, or Shenandoah Valley as it is called in Northern Va. This is sometimes called the Great Valley. Why? What mountain ranges inclose this valley? What directions do these mountains run? Draw a picture of a valley between two mountain ranges.

Problem: What kind of soil is in this valley? Does the underlying rock affect the soil? What kind of stone is it? What kind of grass grows here? How do these farms differ from those of the southern Piedmont section? Piedmont is tobacco. Valley is stock and grain.

Problem: Name the counties in the Valley, and find out from the handbook of Virginia what kind of farming and farm products the people engage in and raise. Rockbridge, Augusta and Rockingham counties in the center of the valley are the richest and most prosperous in the State.

5. Visit the city of Roanoke.

Problem: The location and use of the N. & W. railroad shops, the largest industry in Roanoke.

Explain that engines and cars must be looked over and repaired between all trips. Ask if they have noticed the engineer and brakemen going over the engine and cars when they stop at a station? Why should Roanoke be a good place to locate such shops? It is the junction of the Midland Va. and the Mountain and Bristol divisions. All trains change engines at Roanoke. Visit the R. F. & P. yards in Fredericksburg, and explain to the children.



- a) Roanoke is a growing city of general manufacturing. How fast has it grown? Compare with growth of Fredericksburg.
- b) All the coal of the New River and Pocahontas fields passes through Roanoke, giving employment to men in the railroad yards and shops. What two roads handle this coal?

E: Continue the trip through the Valley in Southwest Va. and visit Bristol.

1. What counties does the party pass through in going from Roanoke to Bristol? The valley is now hedged in by Walker's Mountains on the east and Church Mountains on the west.

2. Problem: Follow the Roanoke river up to its source east of Christiansburg (on the map). Now locate the New River and trace to its mouth. Into what does New River empty? Into what does the water of the Roanoke River ultimately empty? Christiansburg is on the *divide* of the Alleghany mountains, from which all the rivers on one side flow east to the Atlantic ocean and on the other side flow to the Ohio and Mississippi to the Gulf of Mexico. Explain about divides, and notice the Holston river and trace to the Ohio River. Through what states does it pass? How do the waters of the New River and the Holston River reach the ocean?

3. Problem: What kinds of minerals are found in this country? What are their uses? Study Va. Handbook. Iron, Manganese, Lead, Zinc, Gypsum, Salts. Iron Steel, bridges, building, rails, tools, etc.

Manganese—used chiefly in making the finest grade of steel.

Lead—used in pipes, solder, etc.,  
Gypsum—Plaster of paris.

Salts—soda, alkali (lye) bleaching powder, and salt.

4. Locate Saltville. Find out what you can about the business carried on there. What are the country people doing along the way?

a) Cattle raising on blue grass hills.

b) Grains and hay.

c) Potatoes and cabbage. These counties raise the most abundant fall potatoes and winter cabbage of any counties in the state and ship to all parts of the country.

Problem: Find out why late potatoes and winter cabbage are of especial value. Find out why this region is specially suited to raising these varieties more than the tidewater section. (See Smith Ind. & Com Geog. on Potatoes).

5. Bristol—part of this city is in Tennessee.

a) Why is it a good place for a city? Commands a rich and fertile valley. Banking and business for a great mining section. Distributing center for the whole mountain section. On the highway between the East and the Ohio Valley on the old Boone Trail. The through trains New York to Memphis pass through there.

b) What is Bristol noted for? Health resorts. Schools and colleges. General manufactures.

6. Somewhere between Bristol and Roanoke the N. & W. passes through the natural tunnel. Show the picture.



7. What mountains are the dividing line between Va. and Ky?

Problem: Follow out Boone's Trail in the exploration and settlement of Ky. and Tenn. McMurry's *Pioneers of the Miss. Valley*, p. 127. Have the children read and tell the story of Daniel Boone.

## TOUR OF THE GREAT VALLEY AND PIEDMONT

A: Take a trip up the N. & W. through the lower or northern part of the great Valley.

1. As return is made from Bristol, visit Blacksburg. What great school is located there? To whom does this school belong? What does it train men for? Agriculture, stock raising, engineering. Why are we so vitally interested in this school? It trains boys for agriculture, helps farmers in raising better stock, gives advice about harmful insects and pests, has a rural extension bureau. Find out what this bureau does for the farmers.
2. Staunton. This prosperous city commands the whole prosperous region of Rockbridge Augusta and Rockingham counties in the central part of the Valley. Study out from the map why this is a good place to locate a city. How does it differ from Roanoke? The latter is in the midst of a prosperous mining section, while the former is in a prosperous agricultural section. What rural industries do we find in the above counties? What influence would this have on Staunton? What crops are raised here? Notice that just over the Blue Ridge is the tobacco country (Amherst and Nelson counties). What schools are located in Staunton? The northern valley like the southern part is famous for its schools.

Problem: What other cities and towns in the valley share with Staunton this agricultural prosperity? Locate on the map. How does a town serve the rural districts surrounding it? Follow the course of the Shenandoah river to where it joins the Potomac at Harper's Ferry? What does the river do at this juncture? Goes through water gap in the mountains. Locate the city of Winchester. This and other town in the extreme northern section are in the midst of a prosperous dairy section, shipping to Baltimore and Washington.

3. The natural regions of this region.

a) What kind of rock underlies the Valley? How is this rock formed? What does this fact lead us to believe the valley once was? A great inland lake, or perhaps an inlet of the sea like Chesapeake bay is today. How do we know it was salt water? Great salt deposits are found in the Valley, where lakes have dried up and left the deposits.

b) Visit to the caverns of Va. Read the account p. 53, fig. 91 in Fry-Atwood Geography. Show picture of caverns, and have children tell the story of their formation. Read the account of Huckleberry Finn and Tom Sawyer lost in a cavern. What great caverns in the Valley are much visited by tourists? Ask if any have visited one or the other of these caverns?

Visit the caverns of Luray. Show pictures and describe their beauty. What great cave in Ky., is much visited? Can you find names of other great caverns of the world?



## 4. Soil of this region.

Ask if they have ever seen decayed or crumbled rock. Show a specimen, if possible brought by a member of the class. Give a lesson on how soils are formed by rock crumbling, sediment in valley overflows, river and sea bottoms, and deltas, decayed vegetation.

Soil is made from decaying rocks and decaying leaves and plants. Some decayed rock makes poor soil like yellow clay (called clay galls), but lime stone soils are sweet and good, and bring all kinds of crops, and especially a peculiar kind of grass, called blue grass (lawn grass is blue grass), which is good for grazing.

In this country, we see rolling knolls, hills and knobs stretching away to distant mountains with few trees, and wide pastures carpeted with wonderful blue grass, dotted with fine cattle. The grass in the distance looks blue, hence the name. Have the children find a similar region (the Blue Grass region) in Ky.

What kind of farm life does this encourage? Raising corn, oats, and hay for feed, and this is fed to cattle, mules, sheep, hogs, and horses. Find out about raising cavalry horses in this region.

## 5. Side trip to the mountain region.

Visit Clifton Forge, Covington and Hot Springs. What railroad penetrates these mountains? What mountains are these? In what respects do they differ from the Blue Ridge? Notice that they are scattered ranges over a wide territory, while the Blue Ridge is a single ridge extending from Pennsylvania to Georgia. Show this on map. Also, the Blue Ridge is poor in mineral wealth, while the Alleghany mountains are rich in mineral wealth, coal, iron, zinc, manganese and salts especially. What difficulties would railroads have in

crossing these mountains. How do they manage to get across? They follow the river courses, tunnel the narrow ridges, round or climb the short, low ridges, and pass the broad high ridges in the low places, of where possible in gaps. The Chesapeake climbs the highest ridge of the Alleghenies to its narrowest point and then tunnels it, the tunnel being about  $1\frac{1}{2}$  miles long and located between White Sulphur Springs and Hinton, W. Va.

Suggested Problem: Build such an imaginary road on a sand table, including river, ridges, mountain climbing and tunnels. The tunnels can be made with paper and covered with sand or clay. Be sure to make the distinction between a ridge and a plateau clear to the class. What interesting thing happens when the Jackson river crosses the ridge at Iron Gate? Where is the other water gap of the James? Note the James has one water gap at Balcone Falls crossing the Blue Ridge, and one at Iron Gate, crossing the Alleghenies. If possible show a picture of this gap as it is quite remarkable for its rock folds.

a) Clifton Forge.

Note that three divisions of the C. & O. Ry. come together here. What other city was found with like conditions? What would Clifton Forge likely be noted for? This is a typical railroad and mountain town with large railroad shops and filled with homes of trainmen and shop mechanics. The town is almost wholly dependent upon the railroad for its subsistence, as there is no farming district of consequence



to give it other industries. At Low-moor, Iron Gate and numerous other mining towns along the railroad are numerous iron mines and smelters for the making of pig iron, which is shipped to the steel mills in Lynchburg, Richmond and other places. The excessively rich ores are in strata that outcrop at the base of the mountains, and are dug simply by tunneling into the mountain at its base. Why would this be a great advantage over sinking a shaft? Show pictures of mines and smelters, and draw a diagram of a cupalo, and tell how they operate.

- b) Covington.  
Some of the big smelters are located near Covington, which is a very pretty, thriving little mountain town of about the size of Fredericksburg. There are also great pulp mills for the making of wood pulp. What is this used for? Why would this be a good place for pulp mills? The great problem has been to dispose of the wastes from these mills which have polluted the beautiful clear green waters of the Jackson River for hundreds of miles, killing all the fish. Covington is also a distributing and shopping center for the surrounding country, and much mercantile business is done there also. In this respect, it compares with Staunton.

- c) Hot Springs.  
Famous summer and winter resort, for healing of rheumatism, gout, and various other diseases.  
Work out the *problem* of hot springs. See Tarr's Physical Geography.

## 6. Tour of the Piedmont Section.

Retrace trip to Staunton. Have children figure out two ways for trip to Washington. Which of these is the best route? Why? What range of mountains is recrossed? It is a wonderful country. Through what counties does the Southern Ry. pass between Charlottesville and Washington? These counties with Green, Madison, Rappahannock and Loudoun form the northern Piedmont section of Virginia. (Read Va. Agri. Handbook p. 25).

## a) Charlottesville.

What great university is to be seen there? Study its history, and show pictures. See catalogue of University of Virginia. See life of Thomas Jefferson in Chandler's *Maker of Va. History*. In what other respects is Charlottesville an important city?

b) Fruit growing. See Smith's *Industrial and Commercial Geography on Fruit*, and *Va Agr. Handbook*.

For what fruit is this section particularly famous? Have the children picture in their minds traveling along the railroad and seeing apple orchards for miles and miles on either side. Why is this country peculiarly adapted for orchards? See Smith's *Ind. and Com. Geog.*

The *Albemarle Pippin* was the famous apple the favorite of Queen Victoria of England, and large quantities were exported.

*Nature Study lesson*—The planting, care growth, culture, protection of apple trees. Picking, sorting, and marketing of apples. Why does the fruit stand keeper frequently wipe his apples with a cloth? See Conn's *Bacteria Yeasts and Molds in the home*.



- c) Name four important towns in this region. Orange, Culpeper, Manassas and Leesburg. Why would they naturally be prosperous shipping centers for a prosperous town? Like Fredericksburg, they are merchandising, banking and shipping centers for a prosperous agricultural section.

This northern Piedmont is a great dairy section. Locate cities to which milk is shipped. What kind of an establishment is necessary to handle this milk? Visit the Fredericksburg creamery, and study the methods of handling the milk.

- d) Soil formations of this region. West of the Southern railroad is a dark red heavy clay soil, exceedingly fertile, and east of this railroad is a light red clay, fertile but not so fertile as the rich red-brown soil of the upper Piedmont.

Problem: Have five children describe a farm in:

- 1) Tidewater Virginia.
- 2) Southeastern Virginia.
- 3) Southern Virginia.
- 4) Shenandoah Valley.
- 5) Northern Piedmont.

Problem: Trace outline map, put in mountain ranges, locate the cities named, print in agricultural and mineral products, trade, railroads traveled over, and locate the various sections: Tidewater, Northern Neck Eastern Shore Peninsula, Southside, Southwest, Piedmont, Shenandoah Valley and Mountain section. (Print on map).

## LESSON PLAN BRIEF ON CEMENT

### Grade V.

#### Introduction

The teacher asked the children if they could tell her any of the uses of cement. Someone mentioned the cement amphitheatre being constructed down in the grove. A committee of children was appointed to see the head workman to ask if they paid a visit as a class, would he tell them all about what they were doing and how they did it? He consented.

#### Excursion

The workmen were observed in process of working. The head workman showed them the plans and how they were going about carrying them out.

They were shown the wooden forms and how and why they were built.

They were shown the process of mixing and pouring the concrete.

They ask him about mechanical concrete mixers which they had seen. He described these and told when they were an advantage and when not.

Thanking the men, they returned to the class and discussed what they had seen.

Someone suggested they ought to find out how cement is made and of what it is made.

#### Industrial Arts

A book on elementary industrial arts was gotten from the school library which told about Cement.

A committee wrote a letter (language work) to the Atlas Portland Cement Co., asking for samples, pictures, and processes of manufacture. The factory sent beautiful colored illustrations, explaining the materials and processes of manufacture. They also sent samples.

Correlation of Industrial Arts with Geography.



From the material, the class discussed the materials and places where these materials were found. They located places which were centers of manufactures. They explained to the class according to their committee assignment the various parts, materials, processes and uses of cement.

Some suggested they ought to study cement roads. The new roadway system of the state was mentioned. A committee wrote to the Commissioner of Highways. (Language lesson). Booklets and maps were received.

The direction of the new state highway system was studied from the map and discussed.

Correlation of Geography with Citizenship.

The class discussed the state highway plan, the bond issue and the whole good roads problem.

They debated the good roads issue, in connection with the bond issue.

They discussed the matter of the relation of good roads to consolidation of schools, advantages and disadvantages. Information gathered from various sources and asking grownups who were informed on the subject.

Correlation of Geography with Industrial Arts, Manual Work, Household Arts, and Landscape Gardening.

Some one suggested that they work out a sand table project of concrete. Various plans of dairy farm, roadway system, etc., were suggested, but finally a suburban home of concrete was accepted by class vote.

Materials were collected and plans drawn. (Drawing). House Beautiful, Country Gentlemen, and various similar magazines were studied for ideas. (Silent reading). Reports to class were discussed and decisions made.

Plans included bungalow, garage, porch, roadways and walks, fountain, stream, swimming pool, and bridge all to be constructed of concrete.

The boys built the forms in the carpenter shop with the aid of the teacher and the girls.

Everybody had a hand, various groups working on one thing each, in pouring the concrete.

After the forms were off, roofs, chimneys etc., were constructed and painted. Beaver board was used.

Plotting of flowerbeds and shrubbery was made. Nature Study department specialist was consulted for principles of landscape gardening, and class ideas submitted for approval and suggestion.

Trees and shrubs were imbedded in plasticine, were of cedar and small shrubs. Everything made in perfect miniature and to proper scale as to size.

Two automobiles were bought at the ten-cent store and properly installed in the garage.

For the flower beds, paper flowers were made by the girls. Proper placements and color schemes were worked out by the girls. Beds were plasticine.

Water was poured into the fountain pool and swimming pool. Manual work, etc.

Illustrations, essays, etc., were collected and bound in a neat, stiff back and pretty folder for the permanent class collection.

Exhibition.

Parents and friends were invited out to see work on sand table and various projects. Fruit punch was served. Exhibit at night, so men could attend.



## THE ATLANTIC STATES

## Grade V.

## BIBLIOGRAPHY

## Project

- McMurry, Larger Type of American Geography.  
 "The Appalachian Mountains" and "The Pennsylvania R. R."  
 Willis, The Northern Appalachians.  
 Hayes, The Southern Appalachians.  
 Sparks, The Expansion of the American People—Chs. 1-22.  
 Semple, Geographic Influence on N. A. History.  
 Smith, Industrial and Commercial Geography.  
 Fry-Atwood, New Geography, Book II.  
 McMurry, Pioneers of Miss. Valley, Chs. 5, 6, 7.  
 Beard & Bagley, History of American People, Ch. 16, 17.  
 Coman, Industrial History of U. S., Ch. 5.  
 U. S. Map, University of Wisconsin press, Madison Wis.  
 NOTES—Ibidem (or Ibid.) or Idem means "the same" and refers to a book previously referred to.

## THE NATURAL REGIONS OF U. S.

## MAP STUDY

- I. On map of U. S., trace the following ridges southward. Find the Green mts. in Vermont, the Mohawk river in N. Y., the Catskill mts. in N. Y., follow the Alleghany mts. from Scranton, Pa. along the border of Va. and W. Va. to Bluefield, W. Va. Now trace the Great Smoky mts. along border-line between N. C. and Tenn. across northern Ga. and Ala. to Birmingham. This region east of these mountains to the coast of Me. to Fla. consists the natural region known as the *Atlantic Seaboard*.

- II. Draw a line from Superior, Wis. to Fondulac to Chicago, Ill. to Toledo, Ohio to Akron to Jamestown, N. Y. to Ithaca to Syracuse to Rome to Saratoga to Green mts. in Vt. The parts of Wis., Mich., Ohio, N. Y., and Vt. north of this line belong to the natural region of the Great Lakes and St. Lawrence in the U. S.
- III. From the western slopes of the Alleghanies and the Great Smoky mts. (and including the Cumberland plateau and the valley of Tennessee) to the eastern slopes of the Rocky mts; and from the Great Lakes and the northern boundaries of Min., N. Dak. and Mon. to the Gulf and the Rio Grande, we include a vast stretch of rolling and prairie land that we shall call the Mississippi Valley. The rivers of Texas emptying in the Gulf are included in this region for convenience of treatment. The Miss. Valley includes the Ohio (with Tenn. river), Red, Arkansas, Missouri and upper Miss. river valleys.
- IV. Between the western slopes of the Rocky mts. and the eastern slopes of the Cascade and Sierra Nevada mts. lies the Great Basin.
- V. Between the western slopes of the Sierra Nevada and the Cascade mts. and the Pacific coast lies the Pacific Seaboard.

## THE ATLANTIC SEABOARD

The Atlantic Seaboard in U. S. includes the stretch of country from Me. to Fla. (N. to S.) and from the sea to the crest of the Alleghany (in N.) and Blue Ridge (in S.). It also includes that portion of the Gulf coasted plain west to the Alabama and Tombigbee river valleys. All of the rivers in this region flow direct into Atlantic or Gulf, and are comparatively short streams. Study direct from the map.

- A: Show the necessity of knowing about the land into which the early settlers came.
  - 1. The Climate.
    - a) South mild winter.
    - b) North severe in winter.
  - 2. The soil.
    - a) N. E. rocky and sterile.
    - b) Central and southern seaboard rich and fertile.



3. The rivers.
  - a) The tidal rivers gave transportation far inland.
  - b) The bays gave good harbors for ships.
4. the mountains.
  - a) Made the people cling close to the coast.
  - b) Made access to interior extremely difficult—from 1607 to 1769 before men crossed the southern mountains (Jamestown to Boone).
  - c) Caused the people to congregate on the Atlantic seaboard, and made the population denser.
5. Make the point that all these facts widely influences the settlement of the early colonies, and that a study of the geography is necessary in order to understand the history.

B: Map study.

1. List the states that border on the Atlantic from Me. to Florida. Locate Vermont and Ala. These are the states which will be included in the present study.
2. Study the topographical map of the Seaboard.
  - a) Identify the bays and good harbors along the coast. What cities have sprung up at these points? Why? Portland, Boston, Providence, New York, Philadelphia, Norfolk, Wilmington, Charleston, Savannah, Tampa, Mobile.
  - b) Explain estuaries, and note the estuaries of the Hudson, Delaware, and rivers of Chesapeake Bay. The Roanoke river has an estuary. What prevents its usefulness for navigation? The long island and sand bars across Albemarle sound. Of

what use would the other estuaries be?

Name cities which sprang up at head of these estuaries—Trenton, Baltimore, Alexandria, Richmond, Fredericksburg, Petersburg.

- c) What is the fall line? (See Fry-Atwood 2. lp. 17). Study on the topographical map. What cities are located on the fall line. Why is this a good place to locate a city? The land lying between the fall line and the sea is called the coastal Plain. What do we call this section in Va.? (Tidewater section).
- d) Study of the coastal Plain. What kind of soil is found in this Plain? (Fry-Atwood 2 pp. 14 fl.). What makes the climate of this region milder than that of the inland section? Gulf Stream. Trace the course of the Gulf stream on the map. What effect would this have on the crops and the season? Early crops and milder winters. Study from the product maps the crops grown in this region. (F.-A. 2 pp. 34 and 22).
- e) Trace the Blue Ridge from Pa. to Ala. on the topographical map. Refer to F.-A. 2 map p. 2. What is the section between Blue Ridge and Fall line called? Notice in N. E. that the Coastal Hilly Belt (Piedmont) extends to the sea there being no coastal plain. The clay soil of this region is fertile as far north as New York. What crops are raised? See product maps.
- f) Exhibit the northern lake country. What states are the lakes in? What part of the Atlantic Seaboard? What caused these lakes? Explain the great ice sheet. Trace on map F.-A. 2 p. 3 the southern limits of



the ice sheet. (See on map F.-A. 2 p. 10). This accounts for the stony barren N. E. soil. What effect does this have on agriculture?

- g) The Great Valley extends between the Blue Ridge and the Alleghanies from southern N. Y. thru Pa., Md., and Va. in the northern section, and between the Great Smoky Mts. (along boundary of N. C. & Tenn.) and the Cumberland Mts. running thru middle Tennessee. The branches of the Tenn. river drain this valley. In the north, this valley is known as the Cumberland Valley, in Va. it is known as the Valley of Va., and in Tenn. it is known as the Valley of E. Tennessee.

Trace this valley upon the topographical map and identify, Blue Ridge, Alleghanies, Cumberland mts., Great Smoky mts.

Ref. McMurry. Larger Types of Am. Geog. p. 6 fl.

### 3. Climate and forests.

- a) Study and make a rainfall map of Eastern U. S. See Tarr & McMurry 2 p. 215.
- b) Tell what brings rains to this region. The storms from the Westerly winds bring abundant rain. Show that the storms from off the Gulf bring additional rain by the S. W. winds to the Southern states. See F.-A. 2 p. 14. Make particular note that rainfall in the South is greater than in the North.

### 3. Temperature.

In T. & M. 2 p. 224 note f. 315 the northward bend of the winter isotherms. Explain that this means that the climate (due to the Gulf stream) is warmer along the coast than in the mts. and the Miss. Valley.

Note that N. E. is colder in winter and cooler in summer on account of the cold Labrador current.

Explain in the simplest way possible, the effect of these streams upon the Atlantic Seaboard. What conclusions do you come to about the climate of this region?

4.
  - a) Study the effect of climate upon forest areas. See the forest map T. & M. 2 p. 186.
  - b) Compare the bend northward of freezing isotherm  $30^{\circ}$  with the northern line of the hardwood forest.
  - c) Tell the characteristics of the northern pine forest-white pine or short leaf pine.
  - d) Tell the characteristics of the central hardwood forests of chestnut oak, hickory, maple, etc.
  - e) Tell the characteristic of the southern yellow, Ga. or long leaf pine of the barren, sandy southern plains.
  - f) Give a graphic description of the different appearance of these sections in summer and winter.

4. Rivers.

- a) Study the Connecticut river and show how it penetrates the length of N. E. Note that other streams are short, interrupted by frequent waterfalls. What caused these? What effect on transportation? What effect on manufacturing?
- b) Note the deep gorge of the Hudson between the Catskills. Show pictures of the Palisades. The sunken valley of the Hudson gives tide water in this estuary as far north as Albany. What effect on transportation. Note the flat place between the Adirondacks and the Catskills, where the Mohawk river runs, giving easy access to central N. Y. and the



Great Lakes. What use have men made of this? How was the Mohawk valley formed? (Action of the great glacier in cutting down the ancient ridges).

- c) Note how the Delaware, Susquehanna, Potomac, James and Roanoke rivers have cut deep gaps across the Blue Ridge. These are water gaps situated at Delaware Gap (above Trenton), Harrisburg, Harper's Ferry, Balcony Falls and Buford's Gap (below Roanoke). Note how far back in the Alleghanies, these rivers have their sources.
- d) Note how the Savannah, Chattahoochee and Alabama rivers rise in the S. E. edge of the Blue Ridge.
- e) On the map of Va. (table topographical map), discover the sources of (1) the New River, and on the map trace down the Kanawa to the Ohio; (2) the Holston river, trace down the Roanoke river to the sea. Here we have apex of the Eastern Continental Divide. The New-Kanawa flows northward to the Ohio; the Holston-Tenn. flows southward and finally turns into the Ohio; and the Staunton-Roanoke flows eastward into the Atlantic. Trace a map of the country, east of the Miss. river and mark off the continental divide between (1) rivers flowing into Atlantic; and (2) rivers flowing into Miss. and the Great Lakes.

SPECIAL NOTE:—The history Stories of the 13 Colonies should follow and not go along with the geography outline above. The geography is directly preparatory for the history which follows.

## THE THIRTEEN COLONIES

## II. Reference:

1. Beard and Bagley, History of the American People.
2. Our Republic, state adapted text.
3. Instructor Literature Series.
4. Beard U. S. History.

## A: European background.

1. Life of the people in Europe.
2. Trace the ancient trade routes B. & B. p. 16.
3. Tell the story of the fall of Constantinople 1453, and its effect upon trade between Europe and the East (Orient).
4. Relate the above facts to the story of Columbus.
5. Tell the story of the discovery of New World. Ins. Lit. series—Columbus (540).

## B: Trace the early English and French explorations.

1. Display a large map, showing the relation of Europe and N. A. Also show these continents on a globe, and explain how Europeans hoped to reach India by going West.
2. Read the story of Eric the Red—I. L. S. 97 C.  
Stories of the Norseman p. 21. Why did Europe forget these early discoveries?
3. Read story of the Cabots, I. L. S. 80 C. and tell the story of Drake.  
How many years lapsed between Columbus and Drake? (1492-1577) almost a hundred years. Forty more elapsed before Jamestown was settled by John Smith.
4. Study of the founding of Va.
  - a) Story of John Smith—I. L. S. 44C. "Famous Early Americans."
  - b) Early Virginia life—see I. L. S. 66C. "Child Life in Va. Colonies."



5. Study the founding of Mass. Colony.  
Read, Irving's 'Ichabod Crane.'
  - a) Story of the Pilgrims, I. L. S. 21C.
  - b) Story of the Mayflower, I. L. S. 43C.
  - c) Story of the Miles Standish, I. L. S. 44C.
  - d) Life in Colonial Days, I. L. S. 287C.
6. Study the founding of Pennsylvania.
  - a) Wm. Penn., I. L. S. 44C.
  - b) Child Life in Penn. Colonies I. L. S. 64C.
7. Story of Lord Baltimore in Md.
8. Founding of New Amsterdam—Henry Hudson, I. L. S. 64C. "Child Life in New Amsterdam Colonies."
  - a) Read Irving's tales as English Parallel, "Rip Van Winkle," "The Headless Horseman," etc.
  - b) When did the English conquer New Amsterdam and change the name to New York?
9. How did the Carolinas come to the founding? See Faris, "Real Stories from our History," ch. 4.
10. Tell the story of Oglethorpe and the founding of the colony of Georgia.
11. Peopling the American Colonies, B. & B. ch. 4. See the causes.
12. The Spanish in Florida.
  - a) Tell a story of Ponce de Leon and the "fountain of youth." See McMurry, *Pioneers on Land and Sea*. ch. 10.
  - b) Read of De Soto and discovery of the Miss. I. L. S. 81C. See also *Pioneers of Miss. Valley*, ch 12.
13. Coming of the French B. & B. ch. 5.
  - a) Where were the first settlements made? See McMurry, *Pioneers on Land and Sea*, ch. 1.
  - b) Exploration of French. See McMurry, *Pioneers of the Miss. Valley*, ch. 1-4 I. L. S. Lasalle 191.

- c) Struggle with the French.
  - 1) Braddock and Washington, see B. & B. p. 85.
  - 2) Wolfe at Quebec B. & B. p. 87.
  - 3) Gains of the French and Indian Wars.  
Make special note that British ownership gave this territory to U. S. after Revolution.  
See Beard U. S. History p. 61.
  - 4) As English parallel read Longfellow's Evangeline at this time.
- 14. Study colonial life in dealing with the west.
  - a) Show how and why geographically the colonists for 150 years hugged the Atlantic Seaboard.  
See Semple Geog. Influences on America History ch. 3.
  - b) Show the effect of English ownership of the interior of the continent and of Indian tales of the land beyond the mountains upon the restless frontier men.
  - c) Study the colonists eagerness for free land.  
See B. & B. p. 101.
  - d) Interpret to the class 18th century Industry.  
See B. & B. p. 103-4 (Read Moore's Industrial History of U. S. chs. 2 and 3).
  - e) Draw the line of difference between the north, a country of small "free holders" (farmers) and the southern slave-holding planters (Plantation system). See Beard, U. S. History p. 21 fl.

### III. Review.

- A: Link up in strong and vivid fashion the following points of geographical influences on early America history:



1. How the estuaries gave access far inland from the sea.
2. How the people in the Piedmont section with difficulty hauled overland to the Fall line cities, and how these cities early became important trading centers.
3. How tobacco and cotton encouraged the plantation system with its slavery.
4. How the mountain barriers caused the population for 150 years to hug the coast, causing denser population.
5. How sterile N. E. soil caused the Puritans to turn to manufacture and trading.
6. How the fur trade caused the trail blazers to penetrate the fastness of the wilderness. See Faris, ch. 14.
7. Make a map of the forest areas of eastern U. S. showing:
  - a) Northern pine forest of N. E. and Adirondacks.
  - b) Central and Appalachian hardwood forests from Conn. to Va. along the Piedmont section.
  - c) Southern pine forest of southern coastal plain.
  - d) Draw a vivid word picture of the bitter, bleak N. E. winter, the bare branches of the hardwood trees in N. Y. and Pa. and the southern pines with their dropping mosses and tree-ferns.
  - e) Show the bravery of the hardy colonists in facing 3000 miles away from home a howling wilderness peopled with cruel savages.
8. Bring out how the Virginians, Penn. Dutch and Swedes intermingled in the Great Valley. See Beards U. S. History. ch. 2.
9. Show how the gaps in the Blue Ridge made access easy to the Great Valley.
10. Show how the fierce Iroquois Indians block the easy pathway through the Mohawk Valley to the land beyond the mountains.

Read Brigham, *From Trail to Railway*, ch. 2 (esp. Mahawk Massacre p. 19). Picture how during French and Indian war, the French incited the Indians against the colonists; later during the Revolutionary War, the British incited the Indians against the colonists, thus effectually closing the only easy road across the mountains to the Ohio Valley.

11. Draw the picture of the stage coaches and colonial lines of communication by land and sea. Read Faris, ch. 21 and 22.
12. What motives would inspire mighty hunters like Daniel Boone to penetrate the mountains fastnesses to get over into the Great Ohio Valley?

IV. The trails across the mountains. See *Semple Geographic Influences on American History* ch. 3 & 4, especially "The Westward Movement."

A: The various trails—draw on a big blackboard map.

1. The Mohawk trail, N. Y. to Albany to Syracuse to Lake Erie.
2. The Cumberland trail up the Potomac to Cumberland, Md. and over the mountains to Pittsburg.
3. The Pa. route up the Schuylkill and Jaunita rivers and over the mts. by Altoona to Pittsburg (Forbes road).
4. The York road thru Lancaster, Chambersburg and Bedford from Philadelphia to Pittsburg.  
See Brigham from *Trail to Railway* p. 65.
5. The Wilderness road.
  - a) Down the Valley from Harpers Ferry.
  - b) From Richmond through Buford's Gap through the Holston and Clinch valleys, through the famous Cumberland Gap to Boonesborough and Louisville, (Falls of the Ohio).



B: Stories of the Cumberland Gap and settlement of Ky. and Tenn.

1. Read, McMurry, *Pioneers of the Miss. Valley* ch. V. on Daniel Boone—Ky. I. L. S. 82 or 82C..
2. Read same, ch. IV. on Robertson—Tenn.
3. Read same, ch. VII. on Sevier in Valley of East Tenn.

C: Difficulties of Life of early settlers beyond the mountains.

The Ohio Country.

See Semple ch. 5.

See Beard and Bagley, ch. 12.

See Sparks, *Expansion of American People*, ch. 11, 12, 13.

See I. L. S. "Stories of the Backwoods," 78C.

D: Difficulties within the colonies.

- a) Show how the free spirit of the Irish, Scotch-Irish, and Germans resented interference of the Government across the seas. See Beard U. S. History.
- b) Show the clash between home industry and British goods, working hardship on N. E. manufacturers. See Beard and Bagley, p. 120.
- c) Limitations placed on colonial commerce—smuggling. See Coman, *Indus. Hist. U. S.* p. 94.
- d) Show how this would bring ruin to N. E. with the poor soil, forced to rely on commerce and manufacturing. See Hart U. S. Hist. p. 123..
- e) Events leading up to the rebellion. Non-intercourse See Coman, p. 96, p. 100.

E: Difficulties with mother country which caused the revolution.

1. Taxation without representation.
2. Measures of repression.
3. Friends abroad—Pitt, Fox and Burke.
4. Patrick Henry, I. L. S. 85 C.
5. The Boston Tea Party, I. L. S. 59 C.

## V. The Revolution.

## A: The War for Independence.

1. The Declaration of Independence, July 4, 1776. Read the document, and tell story of life of Thomas Jefferson. See Wayland's History of Va. ch. 20 'Jefferson and his pen' Read the declaration in class.
2. Washington at Valley Forge—the darkest hour before the dawn. See I. L. S. 4C. "Washington," pp. 17-21.
3. Saratoga, and effect upon France. Read in "Heroes of Revolution," I. L. S. 160C. about Putnam and Starke. Read about Franklin, I. L. S. L-32C. Read Beard, U. S. History, pp. 129-130.
4. Yorktown—coming of the French and surrender of Cornwallis.
5. The Northwest Territory—George Rogers Clark. See McMurry, Pioneers of Miss. Valley, ch. 8. See Beard, U. S. History, pp. 217-8.

## B: The Making of the Constitution B. &amp; B. ch. 9.

1. Articles of Confederation, weakness.
2. Demand for strong government.
3. The Adoption of the Constitution.
4. Washington, the first President.
5. The early political parties, centralization and State Rights.

## STUDY OF EASTERN MANUFACTURING DISTRICT

## I. Note the line of Industrial cities from Boston to Baltimore.

- a) What advantages do these cities have as centers of manufacture?
- b) What products are here made?
- c) What imports and exports?
- d) Why does New York do the greatest business?
- e) What factors made New England a great industrial center.



- f) Why do crude manufacturers like structural steel in Pittsburg district, milling in Minneapolis, and packing in Chicago tend to remain west, while finer products requiring great skill like textile, tools, firearms, jewelry, etc., tend to center in the East.

- II. Compare the industrial cities of the Lake district with the industrial cities of the seaboard district.

## THE MISSISSIPPI VALLEY

### BIBLIOGRAPHY

- McMurry, Larger Types of American Geography.  
 Sparks, The Expansion of the American People.  
 Semple, American History and its Geographic Influences.  
 Fry-Atwood, New Geography, II.  
 Smith, Human Geography, I.  
 McMurry, Pioneers of the Mississippi Valley.  
 Coman, Industrial History of the U. S.  
 Beard, History of the U. S.  
 Instructor Literature Series.  
 Smith, Industrial and Commercial Geography.  
 Beard and Bagley, The History of the American People.  
 Faris, Read Stories from our History.  
 McMurry and Parkin, New Geography, II.  
 Brigham and McFarlane, New Geography, II.

### Literature Correlations

- Mark Twain Stories.  
 Joel Chandler Harris Stories.  
 Creole Stories.  
 Levee Songs.  
 Pictures from New Orleans.

Project: Trip up the Mississippi Valley. See McMurry, "Larger Types," on The Miss. River.

A: Map Study.

1. Bring out the reasons for studying out such a trip—planning.

2. Note the four divisions, namely.
  - a) New Orleans to Cairo.
  - b) Ohio river, Cairo to Pittsburg.
  - c) Miss. river, Cairo to Minneapolis.
  - d) Missouri river, St. Louis to Glacier National Park.
3. Plan the trip to take these cruises in the order named above, with a side trip up the Tennessee river, and one up the Arkansas river to Oklahoma City.

B: Problem.

1. What difference do you note between the Rappahannock steamer and those which ply the Miss. river?
2. Account for this difference. The steamboats have broad, flat bottoms to avoid shallows in the rivers. They have stern and paddle wheels (sometimes side wheels) to avoid breakage by flating logs in the rivers, and snags on the bottom.
3. Study and construct a typical Ohio river boat. See Faris, ch. 23 and 25.

C: Trip from New Orleans to Cairo.

1. Study New Orleans.
  - a) Why is it such a quaint old city, once a French city, see B. & B. p. 91. Get further information on N. O. as a city.
  - b) Why is N. O. a seaport?
  - c) What does one find piled in great heaps upon the wharves? This is the point where ocean steamship and river steamboats meet and exchange cargoes.
  - d) What products are exported at N. O.? See F. A. 2, p. 24.
  - e) What products are imported at N. O.? See F. A. 2, p. 24
2. What great battle was fought at New Orleans? *We shall make use of this later.*



D: Scenes on the trip up the river.

1. The bayous and lowlands of La., and the great cypress swamps. Note how low the land is in La. and southern Miss. Show pictures of these scenes.
2. Problem: How was this land 'formed? See Smith, H. G. I. p. 115-7; also F. A. II. p. 19.
3. What crops are grown in this low, swampy land? See F-A. II. p. 25.
4. Passing the levees. Problem: Find out what these are, why they are constructed, where located, and by whom constructed. See McMurry p. 116. Write Rivers and Harbors Commission.
5. Beyond the levees, what is seen in the fields in Miss. and Arkansas. See F-A. II. p. 25. Tell class, they will later study cotton.
6. What are the two busy cities we pass? Vicksburg and Memphis. What do we see piled upon their wharves for shipment to New Orleans?

Correlation—Here a study of a few Negro dialect stories (Joel Chandler Harris) and a few levee songs will prove of interest. Why do the "darkies" sing as they work? Draw a graphic picture of these busy levee scenes with their picturesque, good humored negro laborers.

7. Side trip up the Red river.
  - a) Note the morasses of the swampy bayous with their dance forests and overhanging mosses and vines. What product of this region is valuable?
  - b) Further up the river, what mineral products are found? See F-A. II. p. 25. (Coal, oil and gas). Make the point that this one of the great oilfields of the U. S.
  - c) What kind of country is found up the Arkansas river? Contrast the rough Ozark hills to the low flat Red river countries.

- d) What are the capitals of the 3 states we have passed through?
8. Note the broad, winding course of the Miss. During the flood times, the river often cuts new channels and changes its course. Find Hickman Ky., on the map in F-A. 2 p. 44 (or Fry II, p. 109). The bends below Hickman have four times changed from Ky. to Mo. territory and back within the past 50 years. Why are there no bridges across the Miss. river below Cairo?
  9. The broad sweep of the Ohio.
  10. What kind of forests did you find in the lower Mississippi valley? What kind of forests do you see in upper Mississippi and Ohio Valleys? Picture the difference, summer and winter, this makes in the appearance of the landscape.

E: Up the Ohio river to Pittsburg.

1. At Cairo, we leave the steamer which runs on to St. Louis, and change to a steamboat running from Cairo to Pittsburg. Here the mighty Ohio flows into the Mississippi, forming the mightiest confluence of waters in the U. S. In every year, according to U. S. Gov. reports, the Ohio pours more water into the Mississippi than the Upper Mississippi and Missouri combined. Look at the rainfall map F-A. II. p. 82, and see if you can account for this? Which has the greater area—the Miss.-Mo. river valley or the Ohio Valley? Which has the greater rainfall? At Cairo, there is a great bridge across the Ohio. What railroad?
2. All through the country we are now passing, the country is low and flat as far east as the falls of the Ohio (Louisville). It is dotted with farms of great fertility. What are the products raised?
3. What is the first city we pass in Ky.? Paducah. What two great rivers flow into the Ohio at this point? These rivers are deep, broad, long and navigable as far as



Nashville and Knoxville respectively. What are the names of these rivers? The Ohio at this point is 2 miles wide. Are these tides in these rivers as in our eastern rivers? Why?

4. What important Ohio river cities do we pass on the way to Louisville? Evansville, Henderson and Owensboro. At Henderson, another great bridge crosses the Ohio. What railroad runs across this bridge? What cities does this railroad connect? What products makes these cities important? Coal, tobacco, and grain.
5. At Louisville, we strike a series of rapids called the Falls of the Ohio. How does our boat get above the falls? How large is this city compared with other cities of the South. Why is it a good place to locate a city. It is the largest city in Ky. Find out all you can about the city, its industries, and interesting places. What famous cave is near this place?
6. What is the next great city we come to? Cincinnati. What river do we pass on the way? Great bluffs now rise straight up from the river and the country is rolling and hilly. We are getting nearer to the foothills of the Appalachian plateau. Numerous bridges cross the river at Louisville and Cincinnati. Find out all the interesting things you can about this city and its industries.
7. Find the cities of Portsmouth, Huntington, Parkersburg, Marietta, Wheeling and Steubenville on the map. Notice they are all in the upland or plateau region. What are the products of the surrounding country? See McMurry, Larger Types pp. 106 & 107 for fields in Ky. and Ohio.  
How is the coal in this country transported? Find a picture showing the coal barges. Notice the river which is narrower than below (about  $\frac{1}{2}$  mile broad) seems to be cluttered with barges transported down the

- river? See Brigham, From Trail to Railroad ch. 10.
8. Pittsburgh.  
Why is Pittsburgh called the "smoky city"? The cities of Wheeling, Steubenville, Canton, Youngstown, McKeesport, and many others are included in what is known as the "Pittsburg Industrial District." For what manufacture is Pittsburg chiefly noted? See Fry-Atwood, II. p. 33. Why is Pittsburg naturally located to be the greatest steel manufacturing center in the world?

### Project

Coal, Iron and Mfg. of steel.  
See McMurry, Larger Types p. 135.  
See Project on Iron and Steel, Geog. room.

- A:
1. Where is the iron mined?
  2. How is it transported to Pittsburg? See F-A. 21 p. 289.
  3. Why is the iron taken to Pittsburg? See Smith, Industrial and Commercial Geog. p. 359.
  4. Why is iron ore of Michigan and Minn. especially desirable? See F-A. 2, p. 289. See picture Brigham and McFarland 2, p. 143.
- B: Coal.
1. How were the coal bed formed? See F-A. 2, p. 286.
  2. Where are the coal-fields of U. S. located?
  3. Is Pittsburg near one of these coal fields?
  4. Describe the mining of coal. See McMurry, Type Studies. See Smith, I. & C. Geog. p. 388.
  5. How is coal prepared for use in iron manufacture? See Smith, I. & C. p. 393. See picture p. 387. See picture in McMurry Larger Types p. 136.
  6. What other uses do we make of coal?



C: The Making of iron. See McMurry, Larger Types.

1. Describe a blast furnace. See Br. & McF. p. 37.
2. What is necessary for smelting of iron? Is Pittsburg near limestone deposits? See McMurry, Larger Types p. 137.
3. What is done with the crude iron? See McMurry, L. T. p. 140-1.

D: Manufacture of Steel. See McMurry, Ibid. p. 142 ff.

1. Describe making of steel.
2. What is done with the steel while still hot?
3. What is the advantage of making rails, sheet steel, wire, etc., before the bars cool?
4. Make a list of articles manufactured from steel.

E: Call attention to the equipment for transportation and hauling. So proficient are the various equipments that the ore is mined, transported by water and rail to Pittsburg, the coal and limestone are mined and prepared, the iron is smelted, manufactured into rails (or other articles), transported to the place where it is to be used, and spiked to the cross-ties without being touched by hand of man. This is a wonderful achievement.

F: What other great natural steel center exists in U. S.? See F-A. 2, p. 289.

G: What other countries are great steel manufacturing nations. Locate the coal and iron fields. What cities in Europe are great steel mfg. centers?

L: What is the importance of iron and steel to modern civilization? See Smith, I. & C. Geog. p. 351, also pp. 371-2. Also Human Geog. Bk. I.

9. In your geographies, locate the states that are in the Ohio Valley. Recall incidents of early settlers in this region. This is the most prosperous region in proportion to area and population in U. S. See McMurry, and Parkin 2, p. 93.

How do you account for its prosperity?  
What are the main mineral and agricultural products?

What are the main manufactured products?  
Notice the importance of the Great Lakes to this region. (Class will study the Great Lakes later).

10. Tell the story of the steamboat era. See McMurry, Type Studies. Why did steamboat traffic decline?

F: Trip from Cairo up the Mississippi to Minneapolis.

1. What is the first large city you pass? Here the Miss river is narrow enough (1 mile wide) to permit bridges to be built. How many at this point?
  - a) What made St. Louis important? See B. & F. 2 p. 148 and McM. & P. 2 p. 79 fl.
2. What important dam is thrown across the Miss. See F-A. 2 p. 42; also B. & F. 2 p. 148.  
What use is made of this immense water power?
3. What 2 large cities in Iowa do we pass as to proceed up the river?
4. What is the main agricultural product of Illinois and Iowa? See F-A. 2 p. 278.  
What is this belt called? What states are in this belt? What is the most valuable crop in U. S.?
5. As we pass further north, the wheat belt begins where the corn belt ends. Can you account for this fact? Corn demands a warm, humid (rainy) climate, while wheat does better in a cooler and drier climate. What states are in the wheat belt? See F-A. 2 p. 279.
6. What are "the twin-cities"?
  - a) For what are they noted?
  - b) How do you account for this fact? See Smith, I. & C. Geog. p. 62. They are near the wheat fields, have water power from Falls of St. An-



thony in Miss. river and are near Lake ports for export.

7. On the map of Minn., where do we find the head waters of the Miss river? Are there many lakes in Minn.? Tell how these lakes were formed. See F-A.2 p. 57.
  - a) Find the Red river valley of the North. This valley is the dry bottom of what was once a great lake. For what crop is it noted? This valley is called "the bread basket of the world," because it is the finest wheat region on earth. How far up in Canada does it extend? What famous wheat city in Canada is on this river?

G: Trip from St. Louis up the Missouri river.

1. What group of large cities do we pass on the boundary of Mo. and Kan.? St. Joseph, Kansas City, Kan., and Kansas City Mo.
  - a) What makes this an important place for a large city? See F-A. 2 p. 48.
  - b) For what is Kansas City noted?
2. Locate the cities of Council bluffs, Omaha, and Sioux City. Lincoln is near by.
  - a) What makes these cities important?
3. As we leave Sioux City, we pass from the prairies of corn belt into the Great Plains, a grassy country which is too dry for general farming, but suitable to ranching. What are the products of this region of the Great Plains. See F-A. 2 p. 55.  
In N. & S. Dakota, we pass three vast areas, where sheep and cattle ranches stretch for miles over the rolling plains. Describe ranch life. See McMurry, Type Studies. (See projects in Geog. room). See F-A. 2 p. 56.
4. What cities of N. & S. Dakota are on the Missouri river?

5. In F-A. 2 p. 2, find the head waters of the Missouri river in Yellowstone National Park. Find out all you can about this wonderful park. Show pictures from National Geographic Series, and explain its natural wonders.
6. Is the Missouri Valley as important as the Miss. or the Ohio Valleys? Which of the 3 is commercially the most important? Can you account for this fact? See McMurry. Larger Types p. 129 fl.

H: Review. Map study. See F-A. 2 p. 2.

1. If you include the Great Plains, what states are in the Miss. Valley?
  - a) Why is this valley the greatest agricultural area in the whole world? See McMurry, Larger Types p. 103.
  - b) What proportion of the population of the U. S. lives in the Miss. Valley?
  - c) What proportion of wealth of U. S. lies in the Valley?
    - a) Agricultural—two thirds.
    - b) Mineral—two thirds.
    - c) Manufacturing—two fifths.  
Probably two-thirds of the total wealth of U. S. lies in this valley and certain by two-thirds its natural resources, if we include the narrow Lake Region.
2. How was the Mississippi Valley formed?
3. What are the 3 most important mineral products of the Miss. Valley? Coal, iron, and oil. Why are these fundamental to civilized life.
4. Name in order of importance, the 4 great crops of this valley. corn wheat cotton and tobacco.
  - a) What states are in the "Cotton Belt?"
  - b) What states are in the "Tobacco Belt?"
  - c) What states are in the "Corn Belt?"
  - d) What states are in the "Wheat Belt?"



5. Name the 4 greatest Lake cities. Chicago, Detroit, Cleveland and Buffalo. For what are they noted? See F-A. 2.
6. Name the 6 greatest river cities. St. Louis, Pittsburg, Cincinnati, New Orleans, Minneapolis, Kansas City, Mo. For what are they noted. See F-A. 2.
7. Which of the 3 rivers, Mississippi, Missouri, or Ohio is the most important commercially? Why?
8. Which of the 3 rivers pours the greatest volume of water into the lower Mississippi. See McMurry, Larger Types p. 130.
9. Are any cities of over 200,000 population in this Great Lake, Miss. Valley region, not on a lake or river? What meaning can you attach to this fact?
10. Why were the early settlers attracted to the Mississippi Valley?
11. By what routes did they come?

I: English parallel—Mark Twain's "Life on the Mississippi"; "Tom Sawyer"; and Huckleberry Fin".

## II. History of the Mississippi Valley.

A: Early explorers. See McMurry, Pioneers of the Mississippi Valley.

1. DeSoto's discovery of the Mississippi.
2. Tell the story of LaSalle.
3. What explorations did Joliet and Marquette make?
4. How were New Orleans and St. Louis founded? See Beard & Bagley p. 80.
5. Tell of the founding of Marietta and Cincinnati.
6. What was the significance of the expedition of George Rogers Clark in American history? See McMurry, Pioneers, p. 149.
7. What 3 men opened up Ky. and Tenn.? Review their adventures.

B: Recount the circumstances of Louisiana changing hands between French and Spanish? See Beard and Bagley, p. 200 fl. See Beard, U. S. Hist., p. 188 fl.

1. What effect did La. in hands of a foreign power have upon the western frontier?
2. Tell about closing of port of New Orleans in 1802. What effect did this act have upon the frontier?
3. Tell the circumstances of the La. purchase.

C: Recount the circumstances regarding the North-west territory, making them "free states" forever.

1. What states beyond the Appalachian mountains were slave states?
2. What were free states?
3. What was the Missouri Compromise?
4. What effect did this difference between slave and free states have on the life of the two sections?

a) Recount life on plantations of the old south.

b) Describe life on the freeholds of north. Get the atmosphere of this section from life of Lincoln in McMurry's *Pioneers of Miss. Valley*. Make the point that the free states presented greater opportunity to the poor immigrants from Ireland, Germany, Denmark, and Sweden than the South, hence the tide of immigration turned into the North-west and Missouri territories from 1800 to 1850. See Beard H. S. Hist. p. 217 fl. See Sparks, *Expansion of the Amer. People*, ch. 23-28.

D: Opening up the La. territory.

1. Tell the story of the Lewis and Clark Expedition. See McMurry, *Pioneers of Rocky Mts.*



2. What effect did the railways have in opening up the Great west? See Sparks, Expansion of the Amr. People, ch. 23.
3. Why did the railway lines connecting with the East (and the Erie canal) cause the decline of steamboats in the western rivers?

E: How did the U. S. round out her territory on the Gulf?

F: Name some of the Geographic factors which the settlement of the Mississippi Valley.

### III. Projects on products of the Mississippi, Valley.

A: Cotton.

1. History.
2. Invention of cotton gin.
3. How cotton is raised.
4. What conditions are necessary to successful growth.
5. How South meets these conditions.
6. Why slavery was useful to cotton growers.
7. How cotton is woven into thread.
8. How thread is woven into cloth.
9. Cotton manufacturing centers of U. S.
10. Cotton manufacturing centers of the world.
11. By-products of cotton seed. By-product of cotton seed McMurry, Type studies McMurry Larger Type studies; Smiths.
12. Other clothing materials.

Bibliography. I. L. S. on silk, Flax and Cotton, McMurry, Type Studies cotton.  
McMurry, Larger Types, cotton Mfg.  
Smith, Human Geog.  
McMurry & Parkins, Geography, Bk. 2.

B: Corn, hogs, and packing business.

1. The corn belt.
2. Conditions of raising corn.
3. Concentration in hogs and cattle.
4. The packing industry
5. Centers of the packing industry.
6. By-products of the packing industry.

Bibliography. Project—Geography room.

McMurry, Type Studies.  
Smith, Human Geog. I.  
McMurry & Parkins, Geography, Bk. 2.

C: Wheat and flour.

1. The wheat belt.
2. Conditions for raising wheat.
3. Shipment routes for export.
4. History of wheat raising machinery.
5. Centers of flour industry.
6. Dependence on water power.
7. How flour is made.
8. Wheat in other countries.

Bibliography. Project—Geography room.

I. L. S.  
Smith, Human Geog. I.  
McMurry Type Studies.  
Smith, Ind. & Com. Geog.  
McMurry & Parkins, p. 65 fl. & p. 76 fl.

D: Cattle raising, beef packing, leather, shoes and leather goods.

1. Conditions of grazing and cattle raising.
2. Ranching on the western plains.
3. Hay and alfalfa in the irrigated valleys.
4. Fattening in the "corn belt."
5. Dressing beef for export.
6. Refrigeration.
7. Making leather.
8. Shoe center of U. S.
9. Trip to shoe factory to see how shoes are made.

. Bibliography.

I. L. S.  
McMurry, Type Studies.  
Project, Geog. room.  
Smith, Human Geog. I.  
Smith Ind. & Com. Geog.  
McMurry & Parkins, Geography, Bk. 2.



E: Niagara, Great Lakes and Erie canal.

1. Niagara is a source of power, but obstruction to transportation.
2. Value of Great Lakes as inland waterway system.
3. Influence of Erie Canal on history of north-west territory.
4. The easy Lake Shore route for the railroads.
5. Niagara as a source of power.
6. Niagara as a scenic spectacle.
7. Great Lakes connecting iron mines with coal fields. Importance in iron and steel.
8. Great Lakes in export of wheat and flour.
9. Great Lakes in export of beef and packing industries.
10. The Welland canal.
11. Connection with Mississippi river by canal to Illinois river.
12. Cities of the Great Lakes and their chief industries.
13. Compare Erie with Panama and Suez canals.
14. Compare Erie with canals of central Europe.
15. Influence of water transportation on freight rates.

Bibliography:

McMurry, Type Studies.  
Project—Geog. room.  
Fry-Atwood, Geog. II. p. 41-2.  
McMurry & Parkin, II, p. 91.  
Smith, Human Geography.

## THE ROCKY MTS. AND PACIFIC SEABOARD

These two sections, comprising one-third the landed area of the U. S. (1,000,000 sq. mi.) are treated together because they possess a certain historic and geographic unity. See U. S. map, Univ. of Wisconsin, Madison, Wis.

### I. Geographic situation.

#### A: Map study.

1. Compare this section with the two sections already studied, and note:
  - a) The broad Atlantic and Gulf coasted plain as compared with the narrow Pacific coastal plain. (See McMurry L. T. p. 46). How do you account for this? The Rockies are young mountains whose wash has formed no coastal plain, the coast ranges jutting into the shore line as in Me. in the East.
  - b) The breadth and height of the Western as compared with the Eastern system, and its consequent greater difficulty to settlement and transportation.
  - c) The value of its river system for.
    - 1) Transportation.
    - 2) Water power.
  - d) The dry, cool climate of the Rockies as compared with the humid, varied climate of the Valley and Atlantic.
  - e) The Great Valley of the East and the 2 valleys of the West. (Valley of California and Willamette valley).
2. Draw using colors on a blackboard outline map the regions of the Rocky mts. section. (See McMurry Larger Type, p. 37 fl. See U. S. Physio-graphic map, University of Wisconsin.



- a) Identify the 2 chief ranges, Rocky mts. on the east and the Sierra Nevada—Cascade ranges on the west. What is the average height of this plateau? How does it compare with the Appalachian plateau? With the Appalachian mts?
  - b) Between these 2 ranges are 3 well defined regions. (See McMurry, Larger Types, p. 42).
1. On the north, the Columbia plateau. What great river drains this region? Discuss the direction of its flow, and note how it crosses the Cascades. Compare with the Mississippi in usefulness? What factors cause this difference?
  2. On the south, the Colorado plateau. What great river drains this region? For what special feature is this river noted? Compare the Colorado with the Columbia and Mississippi in usefulness to man. Why is it the least useful?
  3. The Great Basin in the center. Why is this called the Great Basin? See McMurry, Larger Types, p. 43.
    - c) Identify the Coast ranges, and the 2 valleys; the valley of California, and the Willamette—Puget Sound valley.
    - d) What states are in this region. (See McMurry & Parkin, 2 p. 154.

The pupils must have a thorough knowledge of these regions, and should be frequently reviewed upon them as on their accurate knowledge of these regions hangs the value of the whole of the later study.

B: The physical factors, which make this region what it is.

1. The soils.
  - a) In the northern Rockies, the Columbian plateau and the Cascades, what kind of soil is found? See F-A. 2 p. 66. What evidence is there that this soil is of volcanic origin? See McMurry, Larger Types, p. 40.

- b) In the Great Basin and Colorado plateau, how were the soils formed? See a picture of the Grand Canyon, (McM. & P. 2, p. 67 or other illustration. Note the rock strata (explain strata). To what is stratification due? Such soils are from sediments of river deltas, and lake and sea bottoms. Call to mind a region in the South being built up by river sediments. Are such soils usually good? How about the Atlantic coastal plain?
  - c) In the California and Willamette valleys, what kind of soils do we find? See F-A. 2, p. 89. See B. & McF. 2 p. 175.
2. The Climate by regions (seasonal temperature and rainfall). Reference Rainfall map, F-A. 2 p. 82.
- a) The northern coastal section west of Cascade mts. including Willamette valley and Puget Sound. Does this region have plenty of rain? See F-A. 2 p. 71, (also map p. 82). What does it say about the temperature? Are such seasons good for agriculture? Does this region have good forests? See Ibid. p. 74. What kinds of trees? (Farming without irrigation).
  - b) Does the valley of California have the same climate? It has dry summers? F-A. p. 71. Where do the farmers eke out the dry summers? F-A. p. p 71. Where does the water come from? (Farming with irrigation). How can you tell by the crops raised that southern Calif. is frost-free? F-A. 2 p. 71.



- c) Notice the rainfall of the Columbia plateau and Rocky mts. What crops can be raised with this rainfall? Wheat and other grains (not corn) and hay. Is this rainfall too small for forests? See map F-A. 2 opposite p. 82. Why is the temperature warmer on the coast than in the plateaus and mountains? Japan stream warms coast, and elevation makes plateaus colder.
  - d) Examine the rainfall map of Great Basin and Colorado plateau. Is the rainfall less than other regions? Do forests grow in these regions? (In only a very few places). What vegetation, if any, does grow in this region? See F-A. 2 p. 66. If farming is to be carried on how is it to be done?
  - e) In general, in the West, by what method does the climate force farmers to carry on agriculture? To this end, what do they make use of? See map, McM. & P. 2 p. 136. Where does the water in these streams come from? See McMurry, Larger Types, p. 49.
  - f) From a Fry-Atwood map, give the agricultural products of each of these regions.
3. The minerals. From figs. 566, 571, 575 (pp. 289, 292, 293) in F-A. 2, give the chief minerals found in this region. Which are the most valuable? Are gold and silver found to any great extent in eastern U. S.? Answer this with a decided *No*. The class will return to this point later. In a desert country, what alone will attract men?

II. Historical setting. General reference, Sparks, Expansion of the American people, chs. 26-28.

A: How the territory was acquired.

1. Montana, Wyoming and Colorado. See Beard and Bagley, *Hist. of American People*, map opposite p. 455.
  2. How were Oregon, Washington and Idaho acquired?
  3. How were Calif., Nev., Ariz. and N. Mex. acquired?
- B: How the territory was explored. Reference for the overland trails. Semple, *Geog. Influences on N. A. Hist.* opp. p. 180, F-A. 2. p. 203.
1. Story of the Lewis and Clark expedition, to the Oregon country, See McMurry, *Pioneers of the Rocky mts.* ch. 1. Trace trail on map.
  2. Story of Fremont's trip to Oregon country. *Ibid.* ch. 2. Trace trail on map.
  3. Story of Fremont's trip to Calif. *Ibid.* ch. 3.
  4. Trace the Santa Fe to California on map, the Old Spanish and the Gila trails. In Beard and Bagley, *p. cit.*, p. 205 note how Zebulon Pike opened the trail from St. Louis to Santa Fe, thus opening up the Old Spanish and Gila trails already existing from Santa Fe to California.
  5. On a map traced by pupil, with the rivers as in F-A. 2 p. 2-3, locate and indicate by dots St. Louis, South Pass, Santa Fe, Salt Lake, Portland, San Francisco, Los Angeles, San Deigo. Now trace (1) the Lewis and Clark trail, (2) the Oregon trail thru South Pass, (3) the California trail from Salt Lake to San Francisco; (4) the Santa Fe trail over the old Spanish route to Los Angeles; (5) from Santa Fe over the Gila trail to San Diego. Make the point that the California trail was rough and exceedingly difficult, but shorter. Note that the Santa Fe trails were easier, but longer and over Death Valley and the Mohave desert, on which thousands of emigrants died or were lost.
  6. On a railroad map, see how the trans-continental lines followed the trails.



C: Why did we say men will be attracted to a desert country? See Beard & Bagley, pp. cit. p. 281. Read McMurry, *Pioneers Rocky Mts.* ch. 4

1. Into what 3 epochs does our western history divide. McMurry, *Larger Types*, p. 46-7.
2. Give 5 reasons for the later settlement and development of the Great West. See McMurry, *Larger Types*, pp. 48-50.
3. Name and locate the mining centers which grew up. McMurry, *L. T.* p. 48.
4. Name and locate cities important in lumbering. *Ibid.* p. 50.
5. Name and locate the great trade cities of this region. *Ibid.* p. 52.

### III. Occupation of the people of the West.

A: From the product maps and the previous study, get from the class at least the following occupations: 1. alfalfa; 2. sheep raising; 3. lumbering; 4. salmon fishing; 5. fruit growing; 6. mining of gold, silver and copper; 7. sugar beets; 8. wheat. Also explain 3 methods of farming, ordinary culture, dry farming, and irrigation, explaining necessity and advantages of each. See McM. & P. 2, p. 142 fl.; p. 144 fl.

B: The occupations of the people.

1. Project in mining gold.
  - a) What first attracted people to the West?
  - b) What method of mining was first adopted?
  - c) How is the gold found? Describe life of a prospector.
  - d) How the veins are mined.
  - e) In what states are the great chief gold and silver mines.
  - f) Find the other great gold producing places in the world. English correlation; *Stories of west* by Brete Hart and others.
2. Project in copper mining, McM. & P. 2, p. 135.

- a) Describe how copper is obtained from the ore.
  - c) Where are the chief copper mining places?
  - d) Find if possible of Indian use of native copper in Michigan.
  - e) Display sample of copper ores.
  - f) What much used alloy metal contains copper? Find out all the use of copper you can and explain its importance in modern life. Why was the shortage of copper such a hardship to Germany during the World War?
  - g) Construct a map showing the many gold, silver and copper producing areas in different colors.
3. Project in irrigation. McM. & P. 2 p. 136 fl.
- a) From previous study, show the need of irrigation. What advantage does the irrigation farmer have? No crop failures. Why must the farmer secure the maximum yield?
  - b) What 2 agencies plan and execute irrigation projects? Which are usually financed by the government? Which is more numerous?
  - c) Describe in detail a typical irrigation project.
  - d) What effect upon community life?
  - e) Show how alfalfa growing in sheep and cattle raising sections supplements the grazing. In summer and spring, they are driven to higher open ranges in the mountains, and in the fall brought to the lower ranges and fenced. During the snowy winter, they feed direct from the alfalfa hay stacks, which were raised during the summer in the irrigated fields.
  - f) Name the main crops and places raised in different sections, especially noting:



- 1) Fruit growing in Washington, Oregon, and Montana, esp. apples, pears, peaches and berries.
  - 2) Fruit growing in California.
  - 3) Sugar beet raising in Colorado.
  - 4) Project on fruit raising. McM. & P 2, p. 140 ff. See Project, Soc. Science room Normal School.
4. a) What is the northern section. Ibid. p. 142 especially advantageous to fruit growing?
- b) Describe the methods of fruit growing and care of trees. Consult rural arts department.
- c) Describe methods of packing and shipping. See project in Social Science room, Normal School. See McMurry & Parkins, Geog. Bk. 2.
- d) What is the advantage of co-operative marketing, selection, care, and shipping of fruit. Make the point that the West leads in co-operative agriculture.
- e) Point out the distance from the Eastern markets and expense of shipping. How is shipping for long distances made possible? Describe refrigerator cars. What part has Panama canal played in making rates cheaper and connecting with the Eastern markets.
- f) What large industry arises to handle the left over excess fruit? Why is this necessary? Describe the method of canning fruit and vegetables. Have the Rural or Household Arts department to explain the modern commercial process and its advantage over ordinary home canning. Demonstrate if possible.
- g) Besides canning, especially in California there is much fruit *drying*.

What fruits are especially adapted to this method? Ibid. p. 148. Why is the climate specially suited to this process?

- h) Why are figs, grapes, raisins, apricots, oranges, lemons, etc., found in California, but not in Washington and Oregon. (See sect. B. 2 a & b.)
  - i) What use is made of Japanese laborers in this industry? What social problem does this cause to arise in the West? Find out all you can about this problem.
5. Project on sugar beets.
- a) What is the large source of sugar?
  - b) How did sugar beets come to be used in making sugar?
  - c) Describe the beet culture, McM. & P. 2, p. 143.
  - d) Describe how the beets are treated and piped to the refineries. What is the beet pulp used for?
  - e) Describe the making of sugar. (See "Sugar," Geog. cabinet, Soc. Science room Normal School).  
See Elementary Industrial Arts.  
Write Franklin Sugar Co.
  - f) In what other countries are sugar beets extensively raised?
6. Project on Salmon. (See McM. Type studies on Salmon) McM. & P. 2.
- a) N. S. lesson on Salmon life history and habits.
  - b) Explain why Columbia river and Puget sound are good running grounds.
  - c) Describe the methods of catching.
  - d) Describe the methods of canning and packing.
  - e) Why is Salmon a good preserving food fish?
  - f) Compare methods of Salmon fishing with Eastern fisheries.
7. Project on lumbering. See McM. & P. 2 p. 153 fl.



- a) Examine forest areas of West and tell why climate is suitable for growing of gigantic trees.
  - b) Show why the land is unsuitable for agriculture.
  - c) Describe methods of lumbering.
  - d) What kind of trees? Especially dwell on the age and size of the giant Big Trees and Sequoias.
  - e) How far into Canada does this timber belt extend. In F-A. 2, opposite p. 82, note that this forest is continuous in Canada with the great northern coniferous forest of the Great Lakes and N. E. regions.
  - f) Describe the methods of rafting.
  - g) Visit the local lumber mill and study the methods of handling first hand.
  - h) Show the need of timber conservation in view of our rapidly vanishing lumber supply.
8. Project on national parks.
- a) Why have national parks been established?
  - b) Name the great national parks of the west.
  - c) From the National Geographic series of pictures, study and get as much general useful information as possible. This study ought to be fascinating, and help to fix some matters already learned. Write U. S. Gov. for illustrated book.
9. Project on the ports of the Pacific. See McM. & P. 2, p. 158 ff.
- a) Contrast Seattle and Los Angeles.
  - b) Contrast San Francisco and New York and New Orleans.
  - c) With what countries do the Pacific ports trade?
  - d) From the F-A. 2, maps, study the imports and exports of these ports, and show relation to the industries already studied. See Journal of Geog., 1921.

## U. S. HISTORY

## See Geography Course of Study

## Grade VI.

The history of the sixth and seventh grades should treat epochs and movements, following upon the story methods of the fourth and fifth grades. The study should make large and clear the great factors by which the American people subdued a wilderness, brought a continent to a world power, and transformed an agricultural into an industrial society. The teacher should not fail to make the pupil see and feel the grand epic of the American nation. The best approach to our history is by problem study, which will figure largely in this course of study. The great epochs of our history are:

1. Colonial epoch—Exploration and settlement 1492-1763.
2. Revolutionary epoch—Winning our independence 1763-1789.
3. Expansion epoch—Territorial and industrial 1792-1846.
4. Nationalization epoch—The nation in the making 1831-1860.
5. Transitional epoch—From the planting to the industrial system 1861-1865.
6. Industrial epoch—The era of business organization 1865-1898.
7. Imperialistic epoch—The nation became a world power 1899-1922.

Recommended text for pupil: Beard and Bagley, *The History of the American People*. Macmillan. Every teacher should by all means have Beard's *History of the United States* (Macmillan) on her desk. This is the best and most readable brief history on the market.

## (1) Colonial Epoch.

Problem: How did the people in Europe live in the Fifteenth Century? Ref. Beard and Bagley, Ch. 1.

The teacher should focus the lives of the nobility, clerics, and peasants around this theme. Children must be made to see and feel in their imaginations the way people lived. There were



taxes on chimneys and glass, hence the poor had neither fires nor windows in their houses. Even the big, barn-like, forbidding castles were cold and cheerless in winter. All must be made real and graphic. Have the children collect pictures of monks and nuns, knights and ladies, peasant men and women, and tell stories or read about them in fiction, e. g. Scott's *Ivanhoe* or *Kenilworth*. Snatches from Tennyson's *Idylls of the King* will charm the children. Ref. Nida's *Dawn of American History in Europe*.

Problem: Why were the people of Europe interested in a sea route to India? B. & B. ch. 2.

- a) Marco Polo's visit to Cathay. Ref. Cordy Hist. of U. S. (Scribner's), p. 5.
- b) Italy grows rich on trade with Orient after the Crusades, and poor when land route to India is blocked by fall of Constantinople, 1453. Columbus was born in Genoa, Italy.
- c) The Portugese navigators try to round Africa, establishing idea of a sea route.
- d) Columbus revives the ancient idea that the world is round, conceiving a western route (Correlate with geography)
- e) Columbus tries his theory and fails.
- f) DeGama rounds Africa to India 1497.
- g) Balboa reaches the Pacific.
- h) Magellan proves the theory of Columbus.

The teacher should make much of the mighty exploits of these men. Here the lesson can well be cast into story form, told by both teacher and children. See McMurry's *Pioneers on Land and Sea*; Tappan's *American Hero Stories*; Southworth's *Builders of our Nation*; Higginson's *Young Folks' book of American Explorers*. In Fisk's *Discovery of America*, p. 417 ff. is an entrancing account of Magellan's voyage around the world.

Problem: Why were the Spaniards interested in exploring America and how did they do so?

- a) This problem involves the adventures of Pizarro in Peru plundering the

Incas, and Cortez in Mexico plundering the Montezumas.

- b) The trips of DeSoto and Coronado seeking El Dorado in Arizona and California. By the irony of fate, gold was discovered in 1849 in the very soil trod by Coronado in his vain search for gold in 1540.
- c) The Spanish missions to the heathen Indians. The teacher should bring out the fact that the Spaniards only established military posts, and did little to settle the land to which they came.

Problem: Why did the French and Dutch seek settlements in the New World?

- a) Story of Canada,—see Geography Course of Study.
- b) Story of Mexico,—see Geography Course of Study.
- c) The Newfoundland fishing banks—Quebec.
- d) The Fur trade—New York.

Problem: Why were the English settlements different from the B. & B. ch. 3 and ch. 4.

- a) Permanent settlements by trading companies.
- b) Permanent settlements by religious congregations.
- c) Permanent settlements by proprietors.

Under this head, the teacher should work in the stories of Jamestown, Plymouth, Pennsylvania and Maryland, at least.

Here belong the heroic stories of Drake, Cabot and Raleigh. Also Lord Berkley, Lord Baltimore, Sir George Cataret, John Smith, John Winthrop, William Penn, James Oglethorpe, and Peter Stuyvestant. *Reference:* Southworth, *ibidem*; Tappan, *ibidem*; Eggleston's *Our First Century*. In literature, Henty's *By Right of Conquest*; Wallace, *The Fair God*; Monroe, *Flamingo Feather and the White Conqueror*; Henty's *Under Drake's Flag*; Irving's *Sketch Book*; Cooper's *The Last of the Mohicans*; Longfellow's *Courtship of Miles Standish*, *Evangeline* and *Hiawatha*.



Remember that fiction gives *atmosphere* and *reality* as well as *local color* to history.

The teacher must not tie up this series of problems and centralize her summary around a topic.

I. The struggle for North America by the Spanish, Dutch, French and English.

1. The French in Louisiana.
2. The Dutch in New York.
3. The English on the Coast.
4. Defeat of the Spanish Armada.
5. Charles II's conquest of New Holland.
6. The French and Indian War.
7. Defeat of the French 1763, one of the great dates in American history, which every child must know.

The teacher should have the children draw an outline map of the Spanish, French and English possessions and locate Ft. Duquesne on it. From this outline map, she should show how inevitable the sturdy pioneers pressing westward would come into conflict with the French and Indians. From Beard, Hist. of U. S. p. 60 fl., she should press home the effect of the English victory upon the colonies and even anticipate its later effects upon the struggle for independence.

II. Colonial Society B. & B. ch. 6.

1. The plantation and patron's estates and manors.
2. The free holds.
3. The indentured servants.
4. The African slaves.
5. The many nations, Huguenots, Germans, Scotch and Irish.
6. Home Industry.
7. Commerce and trade in tobacco, furs, fish, cotton, rum and molasses.
8. Child life and education. Hart's Colonial children. See also Instructor Literature Series.
9. Indian Life.

Reference: Cooke, Stories of the Old Dominion: Coffin, Old Times in the Colonies. Instructor Literature Series (Owen Pub. Co. Dannsville, N. Y.). Fiction, Mary hJonson's Prisoner's of Hope and To Have and To Hold. Catherwood, Romance of Dollard and Story of Tonty. Henty, With Wolfe in Canada.

The teacher must bring out in strong relief here the isolation of colonial life and the difficulties of travel. Gordy in chapters 4 and 6 gives a splendid account of life among the colonists. This isolation plays a big part in our history during the period of the revolution to follow. Make much of the effects of the French and Indian War, portrayed strongly in Beard, *ibidem*, p. 61 ff. The colonists feel their independence and their ability to cope both with Indians and with trained soldiers of Europe. Tell something of the New England Confederation and the Albany plan of Union. Isolation made them weak, but common defense made them strong. Point out how the pioneer, trapper and freeholder, especially the German, Scotch and Irish with their spirit of independence bred in the open will not likely tolerate interference or brook tyranny from a government across the seas. In other words, the class must at once summarize the spirit of the colonial epoch and see the tides running in the direction of independence in the epoch to follow.

**SPECIAL NOTE:** Complete Geography of North America and Colonial Epoch together. Then take up South American Geography and History together as outlined under Geography of South America.

After completing South American History—Geography, begin U. S. History with Revolutionary Epoch and take up geography of Europe as outlined in Geography Course of Study. Geography and History (6 B.) from this point on are separate studies, but correlated where possible. The degree of correlation will depend, of necessity, largely upon the individual teacher.

## Grade VI.—B. B. & B. 119—327

### (2) Revolutionary Epoch.

Problem: What characteristics of the people and what events in Colonial times showed that the colonists would not endure tyranny of a King?

Here the teacher may well refer the children to some standard school English history. Bring out the following points from supplementary reading:

- a) The various colonial rebellions. Look these up in history indexes.



- b) Show how the colonists during the Cromwellian period were practically allowed to have their own way. Show how this was followed by closer drawing of lines under Charles II. and James II. Then show how this was followed again by a lax policy under William and Mary, George I. and George II.
- c) Study the characteristics of the Pennsylvania Dutch, Scotch-Irish and Huguenots people who settled in the Piedmont section of the Atlantic Seaboard. See Beard, U. S. History, p. 7; also p. 24. Bring out strongly the bold, fearless spirit of the small, independent freeholders of the Piedmont.
- d) Note that the people in the Piedmont section were more self-sufficient and less dependent upon the mother country and her commerce.
- e) Bring out the struggles with the colonial governors. See Gordy, p. 117. See Beard p. 54, Beard and Bagley, p. 114.

Problem: What were the causes of the American Revolution?

Make particular note of the connection between this problem and the foregoing; indeed, between each of those succeeding each other. There is a development proceeding from problem to problem and from epoch to epoch. The teacher must catch these linking contacts and make them clear to the class.

Find out as many causes as you can from every history possible; have the class hunt them up and list them. Note the following facts:

- a) The influence of the French and Italian War in training military leaders, such as Washington; also giving the colonists training and confidence of their ability to meet trained soldiers from Europe.
- b) Show how the indebtedness of the war brought on a different system

- of taxation and different colonial policy abroad in the mother country.
- c) What were the acts which outraged the colonists and why were they so indignant?
- d) What factors brought the colonists a common interest? See Gordy, p. 117 fl.
- e) What factors tended to separate the colonists?

Planting vs. mercantile interests vs. Piedmont freeholders; isolation and poor communication; different points of view.

### Revolutionary War

Here study only the main campaigns. Be sure to show how and why the Continental Congress was weak. Show how Washington was more than general; how he held things together. Study Beard's chapter on the American Revolution. Be sure to bring out the effect of Princeton and Trenton; Saratoga; King's Mountain; Valley Forge. The darkest hour of the Revolution lightened by Princeton and Trenton; Saratoga brought promise of French aid; King's Mountain showed Cornwallis that he could not occupy the Piedmont and he retreated to Yorktown where Washington trapped him.

Study the campaign of Clark in the West and its effect. Read "Alice of Old Vincennes."

Study the work of such men as Robert Morris, Franklin, Henry, etc.

Study the Declaration of Independence and show how it reflected the spirit of the Revolution.

Problem: What were the difficulties confronting the new nation, and how were they solved?

Picture the state of the government, the general paralysis of commerce and industry, the general lack of confidence in the government; the worthless continental currency.

Now take up the following points:

- a) The factors which led to the calling of the Annapolis Convention.
- b) The variant interests represented in the Constitutional Convention.



- c) Show that each colony became a sovereign and independent state, each separately named in the Treaty of Paris, the matter will come up again in the State Rights Doctrine.
- d) Show how and why the convention threw over the Articles of Confederation and began anew.
- e) Show Madison's plan and the compromises which were adopted.
- f) Study the Constitution itself and show how it met the difficulties.
- g) Study the means of ratification; especially Washington's influence in New York, Virginia and Massachusetts.

After adoption take up the following points:

1. Hamilton's financial measures.
2. First ten amendments adopted securing civil rights.
3. Revenue difficulties—protective tariff.
4. Rise of political parties.
5. Troubles abroad.
6. Kentucky and Virginia resolutions.

(3) Expansion Epoch.

*TOPIC:* Territorial expansion of the U. S.

Begin this map study, showing the original territory. Then show what was acquired, and get the class to find out why each addition was acquired and how it was acquired. Disregard chapter and page order in studying all topics. Make constant use of indexes.

*TOPIC:* Industrial expansion of the U. S.

See Beard and Bagley, chapter XVI. Show how inventions led from home industry to factory system. Study the home industry, handicraft system. Show how this change affected the living conditions and social life of the people. Show how it affected the growth of the cities.

*TOPIC:* Population expansion of the U. S.

Show the extent of immigration, the sources of immigration down to 1865, and the causes of immigration. Bring out the point about the free land. Study the Ordinance of 1787 and show

its effect on the distribution of foreign immigration during the period from 1800 to 1865. What was the general character of the new type of immigrants? Were they valuable additions to our country?

*TOPIC:* The Era of Good Feeling.

Study the type of Revolutionary statesmen. Show why the Federalist party went out of power. Why were the Va. planters in the majority in his period?

What outstanding foreign policies do Washington, Madison, and Monroe represent? Bring out the effect of these traditional policies in recent years.

- a) Study Washington's Farewell Address, especially his warning against entangling alliances in Europe. This was the basis of refusal to enter the League of Nations by the U. S.
- b) Madison fights (War of 1812) for principle of "Freedom of the Seas," the same cause which led the U. S. into the World War.
- c) Monroe Doctrine. Trace the history of this doctrine down to the present time.

*TOPIC:* Study the work of the great pioneers in the West. Also study the effect of the "gold rush of the Forty-niners."

*TOPIC:* Political expansion of the U. S.

In connection with this study, link up the topics studied under other heads.

- a) Study the raising importance of the tariff issue.
- b) Study the U. S. Banks and the money system and effects upon industry.
- c) Show the new political alignments with the rising power of the West.
  - 1) Under Jackson, alignment of West with the South.
  - 2) Under Clay, alignments of West with the Manufacturers and Mechanics of the North.
  - 3) The struggle for Free Territory.



Under this topic do not carry the study through as the same subject will be studied again in the Seventh grade under the nationalization epoch. The main facts however should be introduced at this time.

4. Study States Rights in connection with Va. and Ky. resolutions, Hartford Convention, and the Doctrine of Nullification.
5. Study the Missouri Compromise.

In all this work, seek to show how the national problems were growing larger with the general expansion of the nation at large, and with the new conditions arising out of the wider territory and industrial era. In this way, the Sixth grade teacher should lay the foundations for understanding these problems of the present day, as they will be presented in the Seventh grade.

The facts underlying these topics may be obtained from several Histories for the Grammar grades. References for further study will be found in Beard and Bagley, *The History of the American People*, and Gordy, *History of the United States*.

The teacher will find a mine of valuable biographical material about the prominent men of our national history in this period.

## SIXTH GRADE GEOGRAPHY

## First Half Year

## Introduction

First the teacher should study the regional geography of North America, considering its great geographic divisions, its varieties of climates, forests, animal and agricultural products, and mineral resources. The work should take up both the geography and history time in the daily program.

Then turn to the history course of study and study the first four problems under the colonial epoch.

Then study Canada and Mexico as outlined in the geography course of study. Then return to the history course of study and complete the colonial epoch.

## I. North America.

## A: Regional geography.

Study the regions of North America as outlined in Fry-Atwood, *New Geography*, Book II. pp. 121-124, giving special attention to map studies. Study three regions.

1. Atlantic Seaboard.
2. Great Central Plain and Laurentian Upland.
3. Rocky Mountain Upland and Pacific Seaboard.

In this study, bring out surface features, climates, vegetation, animal resources, mineral resources, river systems, distribution of population.

## B: Canada and Alaska.

Reference: Fry-Atwood on Canada and Alaska. Atwood, *New Geography*, Book II. See History reference. Canada, *Instructor Literature Series*. Parkmen, *Pioneers of France in the New World*. Parkmen, *The Struggle For a Continent*. (Both published by Little, Brown and Co., Boston). Chamberlain, *The Continents and Their People*, North America, chapters 24-30, also chapter 18. Carpenter, *Geographic Reader*, North America, chapters 44-47.

1. Settlement.



The problem here presented of how Canada came to be settled and developed by the white man. Also the story of Alaska, its Eskimo Indians and Russian occupation.

- a) Discovery and Exploration. The French in Canada.

Take up the stories of settlement of fishery colonies in Acadia. In this connection, read *Evangeline*, in Reading period. Take up the story of Champlain and the activities of the Jesuits.

Now take up Lasall, Quebec, the fur trade, French dealing with the Iroquois, Detroit and the chain of Forts against the English settlements.

Take up problems concerning English and Dutch settlements, then follow with Topic I. under Sixth grade History course of Study concerning French-English Struggle for North America. Here Beard and Bagley, *The History of The American People*, ch. 5 and Parkman, *The Struggle for a Continent* are valuable sources. Wolf at Quebec. Results of the victory.

- b) English colonization. See Instructor Literature Series.
- c) Victorian expansion epoch.
- d) Find out what you can about the Hudson Bay fur trading posts. See *National Geographic*. There are many stories for reading of adventure in Northern Canadian Lake country, such as Connor, *The Call of the Wild*, etc.
- e) Call special attention to the fact that settlement of the great Wheat country, "Bonanza farms," in Alberta, Winnipeg, and Saskatchewan has occurred in recent years, and many immigrants are from the central western states of the U. S.

## 2. Occupations and industries.

- a) Atlantic Seaboard.

Study the resources and industries of the fishery region of the Grand Banks and the ports. Then study the resources, manufactures, transportation, cities, and ports of the Great Lakes and St. Lawrence river valley in Canada.

- b) Return to the climate of the great central plain, and show how this is a natural grain and grazing country. Study the great wheat centers, re-

calling the wheat project of the fifth grade. Locate these cities, and show how the Canadian wheat is shipped to the European market. Show the possibilities of wheat shipment and the shorter route by Hudson Bay, not used because of lack of rail facilities.

To the North, study the forest belt and further still the tundra.

Problem: Why is Labrador in the same latitude as England, a frozen desert, treeless and uninhabited?

What are the minerals of this region?

What are the possibilities of future inhabitation of this region? Bring out that save for lumber, mining and furs, it will always be sparsely inhabited region due to climatic causes.

c) Western Uplands, and Pacific Seaboard.

Recall the effect of the Japan stream and Westerly winds upon Western Canada. The Canadians call these warm Westerly winds "Chinooks" after the Indian name. Western Canada is much more mild than Eastern Canada.

Problem: What are the natural resources of this region? In this connection, be sure to note the possibilities for agriculture in the valleys of the Rockies, the most wonderful forest in the world, as yet largely untouched, vast mineral resources, and salmon and seal fisheries. Recall the salmon fisheries of fifth grade geography.

Now study the Canadian railways in relation to the Great Lakes, the Pacific and Atlantic ports. Study the possibilities, of a St. Lawrence canal project can be obtained from the U. S. government, Supt. of Documents. Note the need for rail transportation to uncover greater wheat, timber and mineral resources further north, but note that manufacturing will always cling to the shores of the Great Lakes. Take up locational geography as review.

C: Countries around the American Mediterranean (Gulf of Mexico and Caribbean sea). Mexico, Central America, and islands of the Greater and Lesser Antilles.

(1) Settlement—history.

a. Review briefly, facts of Spanish exploration of this country.



## II. South America.

References: Allen, South America; Atwood, New Geography, Book II.; McMurry and Parkins, Geography, Book II.; Carpenter, Geographic Readers, South America; Chamberlain, The Continents and Their People, South America; Pan-American Magazine; Brooks, Stories of South America (Johnson Pub. Co.).

A: Regional Geography. See Atwood.

Note the likeness with North America, shape, size, eastern and western highlands with great central plain in middle, and compare Plata with Mississippi, Amazon with Great Lakes and St. Lawrence, and Orinoco with McKenzie. Then note the differences especially the broken coast line of N. A. compared with smooth coast line of S. A., giving N. A. advantage in ports and harbors. Also the difference in zones, the advantage lying with N. A.

B: History and Settlement. Text, Brooks, Stories of South America, Historical and Geographical.

1. Spanish conquest of S. A.
2. Plundering the civilization of the Inca in Peru.
3. Heroes of the South American revolutions.
4. Founding of the South American Republics.
5. South America to-day and to-morrow. Pan-American Union will give a mine of information under this topic.

C: Political Geography. Allen, Atwood, McMurry and Parkins.

1. Northern region. Countries of the northern plateau and Orinoco valley.
  - a) Countries. Columbia, Venezuela, the Guianas.
  - b) Study the natural resources of these regions and show what uses these people are making of them. Show the future possibilities of these regions. Oil has been discovered in Columbia.
  - c) Make a study of the people and their customs.
  - d) Show how the occupations and industries of the country are dependent upon their resources. Why are these countries thinly populated?

- e) Transportation and commerce. In this connection, show that the cities are on the plateaus and that it is difficult to get from the plateau to the ports. Also the ports have no good natural harbors. Locate and name the important ports, and show what products are shipped. With what countries do they trade?
- 2. Central region. The Amazon basin and the adjacent Andean highlands.
  - a) Countries: Brazil, Peru, Ecuador, Bolivia.
  - b) Natural resources.
- 1. Brazil.

In eastern Brazil, the low plateau makes possible certain types of agriculture. Note also the mineral resources, but the lack of coal in South America forbids manufacturing. However, in eastern Brazil, there will doubtless be waterpower development similar to our West.

Make a project study of a coffee plantation. See Allen, South America; also McMurry, Type Studies; also National Geographic Magazine.

The Amazon valley is no longer important in raw rubber industry.

Bring out why a tropical forest is hard to inhabit.

Ecuador, Peru, Bolivia. Here mineral wealth is of most importance. Study the resources of the people on the lower reaches of the Andean plateau, especially under irrigation.

- c) Study the people and customs, calling attention to the fact that eastern Brazil has received a great deal of foreign immigration in recent years.
- d) What occupations and industries are dependent upon their natural resources. In connection with "c" and "d", the reading direct from the geographic readers will be of much interest. They may read aloud, or read silently and told in story form to the class.
- e) Transportation and commerce. Note how the short railroads run down from the plateaus to the seaports.



Where are the main ports and what products are exported through them? What are their imports and with what countries do they trade? What products do we buy from Brazil? What products do they buy from us?

3. Southern region. The Plata valley, the pampas and the Pacific slope.

- a) Countries: Argentine, Paraguay, Uruguay, Chile.

Note that Argentine and Chile, in the Temperate zone, are the two most progressive countries in S. A.

- b) Natural resources.

Compare the Plata river valley with our Ohio valley.

Compare the pampas with our Great Plains.

Compare Chile with our Pacific states.

Bring out strongly how the climatic conditions affect the resources and products of this region.

Allen, South America, gives a fine treatment on this, especially on the Plata River valley.

National Geographic magazine, Sept., 1922, "A Longitudinal Journey Through Chile." Pan-American Union.

Assign different groups of the class projects for illustrated booklets and essays on different products or countries. Interesting material in abundance is available.

- c) People and customs. See the geographic readers and Pan-American union. Note the progressive cities, especially along the seaboard.

- d) Transportation and commerce. Note how the lay of the country has encouraged railroad building in this region and how it is supplemented by boats on the branches of the Plata. Note the importance of Plata river and Blanca bay. What are the sea-ports of this region, their exports and imports? With what countries do they trade chiefly? What business does the U. S. do with Argentine?

- e) What are the chief occupations and industries of this region? Why is

there little manufacturing. Note the growth of flour mills. Why? The absence of coal and iron makes manufacturing difficult.

C: South America as a whole.

1. Locational through map studies.

What are the three largest cities in S. A. and what makes them important?

Among ports on the Atlantic, Bahia Blanca, Buenos Aires, Montevideo, Rio Grande de Sul, Santos, Rio de Janero, Sao Salvador, Recife, Manaos, Puerto Cabello, Pto. Columbia.

Among ports on the Pacific, Guayaquil, Callao, Tacna, Antofagasta, Valparaiso, Concepcion.

2. Bring out the importance of commercial relationships with the U. S.

### Grade VI.—B

In 6—B and 7—A, history and geography will be separate studies. The teacher may make such correlations from time to time as the subject-matter permits.

### Geography

- I. What products does the U. S. send to Europe and through what ports do they go?

#### II. Europe.

A: Regional study.

1. The northwest and northeast highlands.
2. The central plain.
3. Southern mountains and plateaus.
4. Mediterranean basin.
5. Climate of these regions and effect of vegetation. See Atwood, New Geography, book II.

B: Political geography.

1. North Sea group: Norway, Denmark, Germany, Netherlands, Belgium, France, British Isles.
  - a) National resources.
    - Fisheries of the North sea.
    - England, coal, iron and tin.



Belgium, France and Germany—coal and iron districts. Note especially the importance of Alsace, Ruhr valley, Saar valley, Silesia, and the region about Chemnitz in Germany. Coal and iron are the key to manufactures, the life of industry and trade in Western Europe.

Grape growing industry.

Silk culture.

Potash.

All these are subjects for individual or class projects, if the teacher so elects.

References: Geographies; Commercial Geographies; Carpenter's Geographic Reader on Europe; Chamberlain, The Continents and their peoples, Europe. National Geographic magazine.

Make a note that these countries are all good in general agriculture.

- b) People and customs.
- c) Occupations and industries. Study certain important cities which are centers of certain industries, as pottery, textiles, steel goods, etc. Locate the important industrial cities of each country and tell what industries flourish there.
- d) Transportation and commerce. While railroad development is great, note the dependence on rivers and canals. Trace the rivers connected by canals. Learn the important commercial rivers of France and Germany.

What are the important ports of these countries and what products are exported through them? To what countries do they go?

## 2. Baltic group. Sweden, Finland, Esthonia, Latvia, Lithuania, Poland, Czecho-Slovakia.

Spend a comparatively brief time on this group, using the four heads referred to above.

The most important of these are Poland and Czecho-Slovakia. Note that they are new states created as results of the World War.

## 3. Mediterranean group.

- a) Countries. Spain and Portugal. France, Switzerland, Italy, Austria, Jugo-slavia, Greece.
- b) Natural resources. Note the typical products of the Mediterranean climate where there are wet winters and dry summers. Note the absence of minerals in Italy. Why have the Spanish left the British to develop mineral wealth. especially in the Cantabrian mountains? Show how Europeans conserve their resources.

Compare the agricultural products of this region with that of North Africa and see how the two sides of the Mediterranean are much of the same type.

Note the comparative poverty of these countries as compared with the North Sea group.

- c) People and customs. In this connection, a dip into Roman and Greek history and hero stories will interest the class. See Tappan, Old World Hero Stories.

Show how the separation of Europe into small sections and valleys has tended to preserve provincial folk ways.

- d) Occupations and industries.

Manufacturing is chiefly in southern France, Switzerland, and northern Italy.

The importance of Italy in Art.

What are the important manufacturing cities of this region and what do they manufacture?

What cities are famous for Art?

- e) Transportation and Commerce.

What are important seaports of this region?

What products do they export and with what countries do they trade?

## 4. Balkan Group.

- a) Countries: Hungary, Rumania, Bulgaria, Russia, Turkey in Asia Minor, Constantinople.



Project: Why has Constantinople and the Dardanelles played so important a part in history? Why are they so important to-day?

Problem: Why is Russian wheat so important to Western Europe?

- b) Natural resources.  
Black sea wheat belt. Odessa.  
Products of plains of Hungary.  
Russian steps for horses.  
Mineral wealth of Carpathian mts.  
Oil along Caspian sea at Baku shipped through Batum to France and England.
- c) People and customs. Why are these people more backward than those of western Europe?
- d) Occupations and industries. Note it is chiefly an agricultural and grazing country.
- e) Transportation and commerce. Importance of Danube, Dnieper and Bug rivers. Important ports, Odessa, Batum and Constantinople. Note the relatively few important cities outside the capitols in these countries.

C: Europe as a whole.

1. Study locational geography through map studies. Important manufacturing cities and seaports.
2. Make out a list of commercial products exchanged with the U. S.

Problem: Why do so many millions of immigrants leave Europe to come to the U. S.?

## Grade VII. B. &amp; B. pp. 328 to 630

## 4. Nationalization Epoch.

## Jacksonian Democracy

In this connection, study the following points exhaustively:

1. The fight for manhood suffrage. Link up with the fight for universal suffrage.
2. Compare the presidents who preceeded Jackson with Jackson himself. See Beard, pp. 246-251.
3. Compare the Caucus system with the Nominating Convention.
4. Study the spoils system.
5. Study the struggle over Nullification, and show how Jackson, a southern man stood for Nationalization.

In this connection, read and study the Webster-Hayne speeches, which will be found in several books on public speaking.

## 6. Study the tariff issue of that day.

Study the struggle over "Free" territory and the admitting of new states to the Union. Note particularly, the struggle was over the extention of slavery and not over abolition.

Problem: What changes came over American life as the result of the Industrial Revolution?

Study the beginnings of public school education. Show why an educated citizenship was necessary in an industrial democratic society.

Problem: What were the causes leading to the Civil War?

Not only should the causes be listed, but particular impress should be laid upon.

1. The issue was state sovereignty vs. national sovereignty. State Rights.
2. The issue was Extension of Slave territory, not abolition.



3. Abolition was a minor issue of a few fanatics, as they were regarded by the people of that time. Take particular note of the small vote of the Free Soil party, less strength than the Socialist part of our day, which arouses nobody.

In this connection, bring in Paris Treaty, Tenth Amendment, Va. and Ky. Resolutions drafted by Madison, the father of the Constitution, Nullification, Hartford Convention, Shay's Rebellion and Whiskey Rebellion, various threats of secession. At one time or another, secession had been threatened both North and South; popular opinion everywhere was much divided on the subject.

In particular, study the standpoint of John Marshall on the Supreme Court as interpreter of the Constitution.

Now return to the shift from the coalition of West and South under Jackson to the coalition of North and West under Clay. The teacher will find this in Slesinger, *New Viewpoints in American History*, pp. 41-42. She will have to interpret this point to the class. It is the outgrowth of the common interest of the Manufacturing North and freeholding West vs. the planting South over the Tariff issue.

NOTE—It was the combination of the Northeast and Northwest which forced Lincoln's election and precipitated Secession in 1861. The combination was made by the Tariff issue, but the issue of Lincoln's election was Extension of Slave Territory. Abolition was a War issue, developed after Secession; two years elapsed before Lincoln was ready for the latter.

### Transitional Epoch

Problem: What were the comparative advantages of the South and the North at the beginning of the Civil War?

Problem: Why was Lee victorious during the early part of the war up to Gettysburg?

Problem: What influence on the outcome did the campaigns in the West have?

Problem: What influence on the outcome did the Federal naval blockade have?

Problem Why was Lee continually on the defensive after Gettysburg?

Problem: Why did Lincoln issue the Emancipation proclamation?

Problem: What were the effects of the Civil War upon the South?

Problem: What were the effects of the Civil War upon the North?

*Topic:* Study how the planting system broke up and how its place was taken by the small farms, the renting system, and the factory system. See Beard and Bagley, ch. 23.

Problem: How did the White man finally regain control of the government and obtain full suffrage again?

In the study of the Civil War, the impress should not be upon campaigns as such, but upon their effect in determining the issue. Unless you want to study some particular leader, avoid reference to military strategy, which is a highly technical subject, which boys and girls will not understand. The effect of the Civil War upon our history can hardly be over-emphasized and should be thoroughly studied and gone over and over until thoroughly familiar to all the class. Do not glorify military achievements. Instead, impress the glory of reconstruction and achievement in the midst of hardship and poverty.

### Industrial Epoch

*Topic:* Study the growth of the "Far West."

Problem: Why was Industrialism bound to prevail after the break up of the planting system?

Problem: Why did the Civil War give such great impetus to the manufacturing industries?

*Topic:* Study the relation of Manufacturing, Railways and Agriculture by machinery.

*Topic:* Study some of the great inventors.

Project: From Trail to Railway.

Problem: What were the results of Industrialism. See Beard and Bagley, pp. 488-493.



Problem: Why has immigration since 1865 been a less desirable class of people than before that date? See Beard and Bagley, ch. 36.

Problem: What is a "Trust" and what are its good and bad effects upon our economic development?

Problem: What are Labor Unions and what are their good and bad effects upon our economic development?

These last two problems might very well take the form of *debates*.

Problem: What issues have the Democratic and Republican parties stood for since the Civil War?

Problem: Why was cheap money (Greenbacks and Free Silver) a delusion?

Problem: Why is the strike a poor way to settle industrial disputes?

### Imperialistic Epoch

Problem: What factors caused the U. S. to become a World Power?

In this connection, bring out:

1. Effect of Monroe Doctrine in such disputes as the Venezuela affair. Find out how many times the Monroe Doctrine has been tested and in what connection.
2. Annexation of Hawaii gave us possessions on the Pacific.
3. U. S. enters the world markets.
4. Spanish American War and overseas dominions—policy of Imperialism.
5. Interests in China.

Problem: Why has popular education spread so rapidly since 1880?

Problem: What political reforms have been made in this country since 1880?

Biographical sketch. Theodore Roosevelt.

Project: History of the Panama Canal.

In this connection, be sure to bring in the political as well as commercial importance of the canal in protecting our long seaboard and getting our fleet from the Atlantic to the Pacific in time of war.

Project: The Parcel Post.

Problem: Why was the Democrats able to elect Wilson in 1912?

Problem: What is the attitude of of the U. S. toward the Latin American countries and islands to the South of us?

Problem: What was the cause of the World war in Europe?

Problem: Why did the U. S. enter the war and why did she delay as long as she did?

*Topic:* America's part upon the Western front.

*Debate.* Resolved: The U. S. ought to enter the League of Nations.

In closing, the teacher will in any event have the burden of linking up these problems with one another and showing their interrelation. It is not possible in an outline to show this and your text is your best inspiration for the study of Civics to follow.



## CIVICS

## Grade VII. 7—B

In this course, if the class has already been organized for civic and project work, the organization can simply extend its activities into broader fields. If not, some form of debating society can be organized and investigations, especially in the home community undertaken. The more practical form the work takes, the more valuable will be the results of this study.

## I. Community civics.

- a) The community, what it is?
- b) The home, playground, street, school, church, bank, stores and factories.
- c) The city government and enterprises, or.
- d) The county government and enterprises.

## II. Our state.

- a) Its government and laws.
- b) Public welfare undertaken by the state
- c) Civic rights and the courts.
- d) What the state does for its citizens.
- e) Relation of the state to the local government and community.

## III. Our nation.

- a) The national government and its departments.
- b) The Constitution and Declaration of Independence.
- c) What our national government does for its citizens.
- d) The work of the various departments of the national government.

## IV. Political parties.

- a) The necessities of politics.
- b) Party government in the U. S., its good and bad points.
- c) Party organization.
- d) How to vote and who is eligible to vote in Virginia.
- e) Suffrage and naturalization.

V. Social and economic problems.

- a) Problems of production.
- b) Problems of transportation.
- c) Problems of marketing.
- d) Problems of consumption.
- e) Problems of labor.
- f) Problems of property and credit.

VI. Democracy.

- a) The problems of democracy as a means of filling human needs and promoting human welfare.
- b) The meaning of citizenship in a democratic society as compared to a subject in a monarchy.
- c) The need of education of citizenship in a democracy.
- d) The duties and obligations of a citizen in a democracy.

VII. Study, Bulletin 7, Virginia Workingman's Compensation law, Dept. of Public Instruction, Richmond, Va.

Reference:

Ashley, The New Civics.  
 Binford and Graff, Civics.  
 Beard and Beard, American Citizenship.  
 Finch, Every Day Civics.  
 Ames and Eldred, Community Civics.  
 Hill, Community Life and City problems.  
 Hughes, Community Civics.  
 Dunn, Community Civics and Rural Life.  
 Dunn, Community Civics for City Schools.



## GEOGRAPHY—7-A

- I. Problem: What products does the U. S. export to Asia and through what ports do they go? See Atwood, New Geography, bk. II.

II. Asia.

A: Regional study.

1. Plains of Siberia. In this connection show how it is a continuation of the central plains of Europe.

Explain the climate of this region from Atwood's map, p. 256 and vegetation map on opposite page.

Problem: What are the future possibilities of this region, considering its climate and vegetation? Note that its development is late because it is inaccessible to the markets of the world.

2. Central plateaus.

- a) Arabia and Iran. The southeastern, Horse Latitude desert. Show why this country is a desert and study desert life in this connection. Reference, Geographic readers. National Geographic picture series.
- b) Interior desert. Tibet, Mongolia and Eastern Siberia. This general region may be designated the Desert of Gobi, but includes the deserts of Turkestan and Tibet. What are the meager products of this region? Tell something of how the people live?

Reference: G. W. Hoke, Geographic Reader, p. 1 Johnson Pub. Co.

3. Lowlands.

- a) Southern, comprising British India and Indo-China.
- b) Eastern, comprising China, Japan and Eastern Siberia.

In this connection, study the monsoon climate, the rough uplands and the coastal plains, giving especial attention to the valleys of the Indus, Ganges, Mekong Yang-tse and Hwang rivers. Refer to the population maps and show that all of Asia is thinly settled except these southern and eastern plains in the monsoon belt and the Japanese islands. More than half the population of the world lives in this coastal strip of southern and eastern Asia. This region is referred to as the "Far East". Turkey, Arabia and Persia are referred to as the "Near East." Both together are called "the Orient".

Note how the great central mountain wall cuts this country off from the interior of the continent and except by sea from the rest of the world. When the Turks closed the sea routes in the fifteenth century, the Far East was isolated and trade was stopped. This caused Europe to seek new routes westward, while the eastern civilization stagnated and ceased to progress. Commerce and trade is the life of progress in civilization.

4. Study the tropical climate of the outlying islands, Ceylon, Sumatra, Borneo, Java, Celebes and Guinea, and the Phillipines. Except the Phillipines and Ceylon, this groupe comprises the Dutch East Indies. Compare with the Amazon Jungles.

Problem: What are the chief products vegetable and mineral and why are Ceylon and Java more prosperous than the rest?

Project: The tea industry.

Project: Rubber.

The teacher will find abundant material for these two projects in the various geographic readers named above. Samples and descriptions and uses may be gotten from manufacturers of rubber goods. Note that cultivated rubber from the Indies has practically driven wild rubber from the forests of Brazil from the market. It no longer is profitable to market wild rubber and Brazil's exports in this respect have fallen off ninety per cent.

Project: Copra. See National Geographic magazine.

## B: Political Geography.

### 1. The Near East

- a) Countries. Turkey in Asia Minor, Syria and Palestine, Arabia Mesopotamia, and Persia.



- b) Recall something of the importance of this country in ancient times. In the Turkish conquest, the irrigation works of this region, once the richest in the world were allowed to go to pieces. The progressive Christian population was enslaved.

Find out all you can about the glory of Babylon, Ninevah, Damascus, Jerusalem, Antioch, Smyria and Mekka. Have the class in literature read Ben-Hur by Lew Wallace; the Arabian Nights; tell stories of the Old Testament times; stories from the Iliad and the Odyssey.

Find out if you can about the ancient Persian sun-worship and about Mohammed.

What products in this region are the finest in the world of their kind?

- c) The stories of desert life under A-2-a above may be studied here instead of under that head if preferred.
- e) Transportation and commerce.

In this connection, why do the people largely still depend upon the slow caravans for transportation?

Study the Constantinople to Bagdad railroad. In a European history, you may study the historic significance of this railroad.

Project: The Suez Canal.

Outline.

- a) Its history.
- b) Importance of the route.
- c) Ship lines which pass and ports they connect and products they carry. See Atwood's world Map, Plate B. of the Appendix.
- d) Why do these countries exchange their products?
- e) Why does England insist upon ownership of the Suez canal? How does she protect her interests in this route. Besides her navy, note the long line of Mediterranean fortification: Gibraltar, Malta, Cyprus, Palestine, Egypt, Aden. All the Red Sea countries are practically British protectorates.

Reference: Hoke, Geographic Reader.  
Pt. IV. Especially good source  
material.

## 2. The Far East.

### a) India, Burma and Indo-China.

#### 1) What are the natural resources of this region?

In this connection, besides the things in which India leads the world in production, it is astonishing the things in which she is second or third in production. Have the class to find and list these important products. Disraeli said, "The nation which controls the trade of India controls the trade of the world," and up to the present time this has been true. Germany in the World War was by means of the Berlin to Bagdad railroad trying to oust England from control of the trade of the Orient.

What is tea? Note its importance to Indo-China.

#### 2) People and customs. See National geographic and Geo- graphic readers.

In this connection, read in literature some of Kipling's poems, such as The Road to Mandalay, Danny Deever, etc. If you get Warrenrath records from the Victrola people on Kipling songs, you will thrill and delight the class and create a beautiful atmosphere for this study.

• What effect does the climate have on the life of the people? This dreadful climate is reflected in the stagnation of their civilization and the art spent upon them. This makes a splendid project.

#### 3) Occupations and industries. Study in connection with 2.

Reference: Hoke, Geographic reader.  
Pt. III. Also Carpenter on Asia  
and Chamberlain on Asia.

#### 4) Transportation and Commerce.

Review this in connection with project on Suez canal.

### b) The Orient—China and Japan and southeastern Siberia.

#### 1) Project on China.

Natural resources. See geographies.

People and customs. See Hoke, Geo-  
graphic reader, Pt. II.

Occupations and Industries. See above.  
Commerce and Transportation. See  
geographies.



For illustrative material for clipping, if booklets are made, see National Geographic magazine. Single issues can be bought for small sum.

2) Projects on Japan.

Natural resources—see geographies.

People and customs—see Hoke, same, Pt. II.

Occupations and industries—see Hoke, same, Pt. II.

Commerce and Transportation—see geographies.

For illustrations for clipping, same as above.

NOTE:—Both of these booklets can be made quite beautiful and many colored illustrations can be gathered. No method of interesting a class in more fascinating and something of permanent worth is contributed.

3) Project on Tea.

Growing.

Gathering and preparation for Shipping and consumption.

Material, geographic readers. Illustrative material, National Geographic magazine.

1) Project on Silk.

Growing.

Spinning and preparing the thread or yarns.

Shipment of raw silk to U. S.

Manufacture of silk textiles in U. S., also France.

Grades of Silk.

Artificial silk.

Uses of silk. (airplanes).

Material from geographic readers. Illustrative material for clipping, National Geographic magazine.

### III. Africa.

A: What commercial relations does Africa have with the U. S.?

B: Regional study—see Atwood.

1. Coastal lowlands.

2. Sahara tableland, and Atlas mountains.

3. The Congo Basin.

4. South African plateau.
5. Abyssinian and Central highlands.

In this study, show that Africa is a plateau with a short coastal plain, making the interior inaccessible. This with its deserts, and its tropical climate has made it inaccessible and uninhabitable for the white man, except in the extreme south and on the savannahs of the eastern highlands. Hence, it has been called "The Dark Continent."

The teacher should spend most of the term on Asia and a briefer time on Africa.

C: Political geography.

1. British Possessions.  
Gold Coast.  
Union of South Africa.  
East African territories.
2. French Possessions.  
Morocco.  
Algeria.  
Sahara.  
Madagascar.
3. Belgian.  
Congo.
4. Italian.  
Lybia.  
East Africa—Somoliland.

Study these possessions as indicated in the geography and note especially their relations with the mother country.

5. Independent countries.  
Liberia.  
Abyssinia.  
Egypt.

Study these countries with reference to:

- a) Natural resources.
- b) History.
- c) People and customs.
- d) Occupations and industries.
- e) Transportation and commerce.

If time is limited, give special attention to Egypt. Make note of the overflow of the Nile and the British extension by irrigation. Correlate with geography of Mediterranean and Suez canal.

D: Africa as a whole.



1. Locational geography through map studies.
2. Political and commercial relations with Europe.
3. Commercial relations with U. S.

#### IV. Australia and New Zealand.

##### A: Regional study of Australia.

1. Eastern highlands and coastal plain.
2. Central lowlands.
3. Western highlands.
4. Western lowlands.

In this study, show climatic factors effect the distribution of population and industries.

##### B: New Zealand.

1. Westward slopes.
2. Eastward slopes.

Show how the climate affects the activities on the slopes.

##### C: Political geography. Union of Australia.

1. Provinces.
2. Natural resources—show the enormous possibilities of future development.
3. People and customs.
4. Occupations and industries.
5. Transportation and commerce.

In this study, compare with U. S., Argentine, Canada, and Russia as the great wheat, wool, and cattle exporting countries of he world.

Also note that the activities and population are chiefly on the the southeastern part.

##### D: Political geography. New Zealand.

Follow outline given above.

##### F: Australia and New Zealand as a whole.

1. Locational geography through map study.
2. Commercial relations with Europe, especially England.
3. Commercial relations with the U. S.

## GEOGRAPHY—7-B.

In this grade the teacher should have in mind the world whole idea. Place before the class the essentials of continental regions, climates by zones, products by zones, commerce by zones. In this way, the class should be brought to see the reasons for trade between nations. The locations of mineral, agricultural, forest, and animal. Raw materials should be reviewed from the standpoint of world areas of production. Here, again, the resources of the United States in comparison with other nations should be the point of departure as elsewhere throughout the course. In the end, geography should make the pupil conscious of the interdependence of nations upon each other, and of every person one upon another. He should see his place as a citizen of a world power and a citizen of the world.

In studying regions by zones, some simple explanations may be given of factors of seasons, day and night, and climate. Even latitude and longitude and time may be considered if the teacher has the time. The material in the back of the geography will be of great use as the basic material for this course. The pupil should now be able to reason from cause to effect if the work in the lower grades has been properly done.

For this reason, not a formal review of dry facts, but the undertaking of large problems, arising from map study will furnish the best method of approach. See Brantom, *Methods of Teaching Geography*, and Smith, *Problem Methods in Geography*.

Any good *Industrial and Commercial Geography*. A good one for library reference is *Smith's Commerce and Industry*. There are several good ones on the market, of which any will do.

I. The world whole.

A: Regional study by zones.

1. Temperate Zones.

a) North Temperate Zone.

Review the Horse Latitude Belt and show the desert areas of this belt.

Show how the monsoon climate creates an exception in India.

Review the belt of the Westerlies and the cyclonic storms. In this belt, will be found the great civilizations of the world. Point out that the great land areas of the world are also in this region



while the water pole is in the southern hemisphere. This has a great effect upon human progress and industry and civilization. A variable climate is a favorable factor in the development of progressive races of people.

Review the desert areas of this region, especially our West and Central Asia.

Make a special note of the cold continental areas of Asia and North America and the warm stretches of the central plain of Europe and account for these things.

Bring out the influences of winds upon rain and temperature, and show how warm and cold ocean currents influence climate of adjacent continents.

#### b) South Temperate Zone.

In the water hemisphere, the influence of continental areas is not so great. The cold tip of S. A. is influenced by the cold Peruvian current which bathes its shores. Compare the pampas of Argentine with our Great Plains and show how the climatic factors arise in these great wheat areas. Compare Argentine with Australia in this respect, and show how both are naturally great grain and cattle producing countries.

In this connection, the southern hemisphere can never become as important as the northern and civilization will always bulk toward the northern hemisphere.

Study Arctic explorers in connection with these regions.

In both these studies, outline maps colored with the wind directions and rainfall and ocean currents of these regions are interesting and helpful work for review.

#### 2. Torrid zone.

Review the influence of the trade wind belts and explain the causes of these winds.

Especially, it should be brought out the effect of plateaus and highlands upon climate in the torrid zone.

The belt of calms should also be studied in relation to the great tropical jungles of the Amazon, Niger, Congo, and the Dutch East Indies.

Show how and why the Nile overflows seasonally. See Atwood, Geography, bk. II. on Africa.

Note that the plateaus of this region are grassy savannas and llanos, just as the lowlands are tropical jungles.

#### 3. Frigid Zones.

##### a) Arctic.

Study the land structures of this region and its impassible frozen marshes—tundra.

In the arctic circle, winds are gentle and shifting and climatic factors are variable.

b) Antarctic.

Here as in the north, only sparse materials for man such as fish, sea-animals and a few polar animals can be found. The south frozen country is even less useful and less known than the north.

B: Products by zones.

1. Plant products, natural and cultivated.

- a) Bring out the different products of the torrid zones. Show how and why the products of the tropical jungles are limited.

Also tropical products which are useful to civilized peoples and which are produced only in tropical climates.

Bring out the fact that rice is to this region which wheat is to the temperate regions and rye to the far northern climes.

On the fringes of the torrid regions are found the sub-tropical and desert products. Review these products and the methods of shipping with the temperate climates.

Note what products are shipped from the torrid to the temperate and from the temperate to the torrid. The white man in the torrid continues to depend upon his wheat flour, while the native depends upon his manioc and rice.

- b) The products of the temperate zones deserve the chief attention. Products of humid climates should be compared with those of semi-arid, arid and desert climates, and different methods of agriculture discussed.

Make a study of the irrigation areas of the world and the possible extension of the type of agriculture.

Study the forest of this region, both the hardwood and soft-wood belts.

Make a map from outline of the agricultural products and areas of production.

- c) Show the limited plant production of the Arctic region.

2. Animal products—native and domesticated.

- a) In the torrid zone, discuss the wild animals of the tropical jungles, the use to the natives and their fear of these gigantic brutes.



Note the possibilities of the grassy llanos and savannas in the uplands of Venezuela and East Africa. Here lies a good part of the world's future meat supply from cattle, which has remained unused because the country is inaccessible.

A study of tropical birds will be interesting and instructive if the material can be found available

- b) In the temperate region, domesticated animals are everywhere, but certain regions unfit for general agriculture are given over to cattle and sheep. On an outline map, show the great cattle and sheep areas of the world and study the maps in connection with the climates of these various areas.
- c) In the cold countries, show how certain animals are of vast use to few inhabitants of that region. This region is the source of finest furs. Why?

### 3. Mineral resources.

The mineral resources of various countries are, of course, quite independent of zones. Many countries which will otherwise remain uninhabited will in time have certain settlements around mining industries, especially valuable ones.

Have the class make a complete list of minerals in regions which have active mining industries, which otherwise are uninhabited.

Make a map locating the coal, iron, copper, lead, zinc, potash, nitrate, diamond, tin, gold and silver deposits of the world. Have the class show which nations have the best deposits of the first three and compare to see which are the most progressive nations in manufacturing in the world. China will be found to be the great exception, for which special reasons should be given.

NOTE:—These map studies can be made pretty, showy and interesting, if properly done with crayons or water-colors. If crayon is used, a smoothing effect can be obtained by scraping off the excess color with a knife lightly.

### C: People by Zones.

1. Showing what races are predominant in each zone and their relative standing as savages, barbarous, semi-civilized, backward civilized, progressive civilized.

2. In connection with the above, show how the customs vary from race to race, why they are dependent upon climatic factors if they are, and what led to these differences.
3. The study of occupations of people by zones is the most fascinating of this whole study. Here differences appear in broad contrasts which all the class will be ready to grasp.

Study:

- a) Occupations of valley peoples.
- b) Occupations of mountain peoples.
- c) Occupations of people on semi-arid plains.
- d) Occupations of peoples on desert margins.
- e) Occupations of peoples along sea-coasts.
- f) Occupations of peoples near sources of power.

The contrast of the climatic factors with the land and mineral factors and trade routes is one of the most instructive in geography. See Smith's Commerce and Industry, Chapter 1.

The study of industries should be made a part of the study of the occupations of the peoples under discussion.

## II. The World as a Whole.

This should be an intensive map and globe study.

Study the situation of the continents in their relation to each other and the future possibilities of trade.

Study great trade routes, as plate B in the appendix of Atwood's New Geography, Book II.

Some discussion may be made of great circle sailing, and the influence of canals upon world trade routes.

Problem: What materials in daily use is the U. S. dependent upon other countries for? Great Britain? France and Germany? Argentine? Australia?



III. The United States in its world relationships.

Here, let the class give a free discussion of the ways in which our country contributes to the commerce and welfare of the world and the ways in which the world contributes to the welfare and industries of the U. S.

Let the class discuss the value of the history and geography courses to them in everyday life.

